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Society and Education

WILLIAM CAMERON

"PREPARE ye the way of the Lord; make His paths straight." So spoke an apostle of the transition period between the decline and fall of developed Greek philosophy and the rise of the new Christian creed.

So also today cries the A.T.A. in a similar transition age: "Prepare ye the way of the new learning; help the masses to know that they may not wander into the by-paths of perplexity and delay the time of its coming."

There are murmurings and mutterings and warnings. "Education is almost a total failure," says one. "The race between education and catastrophe, the most spectacular marathon of the day," declares another. "Twenty-five per cent of the student's mental capacity developed," proclaims a third. Serious statements by sincere and intelligent minds; well worth investigation. But—tradition bars the way.

Fortunately in an enlightened age the final arbiter decides, not upon purely personal opinion but in accordance with the pressing demands of society. Essential it becomes, then, to understand the function of society: the stage of development attained in carrying out its work; the requirements of this particular phase for further progress; the relation of the school or education to society.

To tell the truth we progress much but know very little about school education (this is a secret). Most of this knowledge, too centres around Reading and Writing and Arithmetic, subjects essentially elemental and mechanical; possessing in themselves only a minor mental value, although stepping-stones facilitating the acquirement of higher branches of knowledge. Grammar we know to be a medley of word relations, logic and psychology, so jumbled together that the mixture instead of being an aid in the explanation of language structure, actually proves an insuperable stumbling block to teacher and pupil alike. Concerning other curriculum subjects no definite opinion has been reached, or rather there are as many opinions as there are writers on the subject. The reason for this unsatisfactory situation seems to be the supposed absolute nature of education, its lack of attachment to any of the experiences of life. One can picture it as a divergent number of loose threads floating in the air trying to get nowhere in particular and never getting there. Philosophy, however, emphasizes the relationship of all things. So to discuss the matter reasonably it is necessary to discover relations. Education is related to social man and consequently is a function of society. To know

the essence of education, then, we must understand the nature of society.

Not to enter into too much detail, society is an organization of mankind formed for the special purpose of concentrating man's physical and mental energies in a struggle against the forces of nature in order to obtain an abundant and regular supply of food with the minimum expenditure of time and effort. The long ages of history thus appear as a slow struggle to escape from nature's dominance; a gradual increase of productivity; a gradual control of the cosmic forces and their application for man's purposes until finally a stage has been reached where the necessities of life may be obtained in minimum time with little or no exertion to anyone.

On the one hand society agrees to undertake the providing of a food supply and its equal distribution among members who on their part contract to devote their energies to attain this aim. Work was not to be denied them; food was not to be denied them. And history records that any form of social structure implementing this contract continued to exist; failing in its endeavor, it ceased to exist. This most important lesson of history is generally overlooked. Societies do not rise and fall haphazardly. The basis of all society is purely economic; that is, all civilizations have their roots in the production of material things; and accordingly as the form of production (an other way of expressing the form of society) succeeds or fails in satisfying the living needs of all its members so does that special form continue or become extinct. Social intelligence consists in recognizing and fostering productive forms as long as they satisfy the needs of humanity and in denying these forms when they fail to do so. Thus even in its early phases society manifested its dawning knowledge of concentration of energy, of co-operation, division of labor and its organization, of making and improving tools of production and of casting aside inefficient institutions for others better equipped for its purpose.

The mental processes are but methods for carrying out and developing these aims. Mind and method are inseparable. The brain appears simply as an instrument for understanding the nature of things and their inter-connections so as to discover the order and combination of matter and force—that work in the most economical manner for the welfare of mankind—as a physical tool naturally fitted to have relations with all external things. The product of this inter-relation we call mind. Mind is the effect of matter acting in combination with the brain; and as this relation primarily concerns itself with the

preservation and protection of the human and social body, it is permissible also to say that mind has a material and economic basis and moreover operates as a social instrument. But the brain does not only observe the inter-actions of external things; it can also turn the eye of research upon itself and investigate its own methods of working. Hitherto its activities have been instinctive—it functioned naturally without being aware of its methods. Now it is known that brain energy acts in a certain direction. Its chief function being protection, it utilizes those materials in its immediate environment which serve its ends with the greatest economy of time and effort. This implies the rejection of less efficient forms.

Education and the brain are closely related. Education is the practical application of the philosophical theory of understanding for human enlightenment, but this theory being of a mysterious nature, its practice has become rather haphazard and somewhat arbitrary, calling forth, as it does today, a didactical sequence of explanation for its defence. Language bears the same relation to linguistics—the teaching of language—as philosophical theory does to education. Practice involves material and the method of its use. Education includes the same things. Method, however, in this special practice does not mean mere physical order of material but *the mode of the mental process in making use of sense perceptions*. Lack of ability to discriminate between thinking and being has led to much confusion and indirection in pedagogy, resulting in the complete dominance of physical order and the total disappearance of thought methods from school, whose educative work now consists of bringing certain second-hand material under pupil observation without being in a position to give any logical reason for its particular selection.

But other complications arise. Education being impractical through misapprehension of the brain functions and of the matter best adapted for methodical operation, forces unsuitable material upon the brain. This selective organ resists its entrance and much energy is thereby destroyed and rendered useless, leaving only a small part for use in other directions. This gives the reason why the statement is made that only a fractional part of the child's mental capacity is developed by schooling. Education, too, fails to recognize that it does not create the brain; that it is working with an organism already made, endowed with definite natural methods of operation. By working in harmony with these natural methods and understanding them much improvement is possible in obtaining ease and accuracy of operation. With opposition, method becomes less efficient and operation more difficult and less economical.

To return to society. In its primitive stages society and struggle are closely related. Further, the social organization recognized the rights of its members to work and to receive therefor sufficient sustenance. This right was recognized as a social duty during the periods of slavery and feudalism; only with the coming of the machine age was the worker divorced from his tools and free access to work and food. Commerce brings profits and profits now become the driving force of productive life, dominating it so much that latterly the original aim of society has been entirely overlooked and generally neglected. As long as the demand for commodities exceeded the supply, labor was plentiful under

certain conditions of employment and wages. Then society was at least nominally fulfilling its terms of contract. But with the growth of still more productive machinery and its rapid duplication over largely extended areas, the market for commodities became more limited for any particular nation and industry. The bigger productive instruments, too, require relatively fewer and fewer workers for their operation. Multiplicity of industrial plants and competition for markets intensify the situation. Commodity demand falls below the producing capacity of industry, resulting in a decreased demand for labor and the forcible separation of the worker from the implements of production. A world-wide unemployment situation arises, daily growing worse. It cannot be otherwise.

So these facts confront us: Raw material for providing sustenance is abundant; the machinery of production amply sufficient to convert raw materials into a surplus of food and clothing; the labor supply plentiful and willing. Yet people again go hungry because they are denied the right to work. Although the mysteries of the natural forces have been fathomed, other equally mysterious forces of a social nature prevent society in its capitalistic stage from fulfilling that particular function which called it into being. History records that like other forms, it, too, must go the way of all flesh and hand over the development of its work to another form of organization more able to carry the social aim to fuller fruition. Meanwhile it is necessary to understand the social opposing forces to direct them intelligently for the good of all. This is humanism.

Humanism is not vicarious. It consists in developing the social function to such a stage that every human being may have free access to the things which support life in such quantity and variety as the industrial system in existence is able to supply. This does not mean the abolition of private property, concerning which so much consternation exists. It means that the factors of production belong to society; while each member has a rightful claim to a part of the product, the amount of which will depend on the industry of the workers themselves and the productivity of the machines they operate. Why any one should reasonably object to such a humanistic aspect of affairs passes intelligent comprehension. Profit-making, however, does not believe in human equality.

The statement often made that such a change will bring about the downfall of civilization contains the usual grain of truth accompanied by the usual ounce of error. Society in general will continue to exist with increased progressive development, but society in particular, that is, capitalistic society—a specialized form—will cease to function because its work has been taken over by a better equipped organization. The race between education and catastrophe does not mean that education can prevent change—it cannot—but that a suitable form of education prepares for the change and allows of its consummation in an orderly instead of a chaotic manner. It means that the natural function of education consists in interpreting immanent social problems. Not only does school education refuse to recognize the evolutionary social movement but even struggles against it with all its power and punitive force. Understanding the social situation just as little as it is aware of the functions of the brain, schooling attempts theoretically to heal a few social sores instead of discovering their causes and restoring the

organism to a healthy, vigorous state. It continues to polish the slums when by using a little social intelligence it could have got rid of them altogether. This is not humanism but downright foolishness and indiscretion. Schooling, too, claims to give culture and refinement—that is the ability to gaze without loathing or horror on the sufferings and writhings of millions of men, women, and children overwhelmed with misery, want, oppression, hunger, pain, disease and filth—plunged into the lowest depths of despair—without putting forth any whole-hearted effort to rescue them; and in the midst of all this discord, gives pathetic lessons on art and harmony, good and evil, aesthetic taste, morality, ethics, patriotism and other “high-falutin” terms; takes the child mind away from reality by dosing it with fairy tales and other imaginative literature; removes the youth mind from out the present by taking it back to classical times, telling about Nero, his gladiators—callous men and frenzied women; about the Spanish inquisition, its technique and refined tortures as a preparation for what may be seen any day in large industrial and mining areas the world over. A preparation for life! Yes! But a life lacking most of the draperies with which the school has clothed it.

The school exists as an instrument of capitalism and can no more be detached from that body than education can be distinguished from the requirements of that body. The common feature of all parts of present society is the fact that all more or less directly work towards a special end: the making of profits for invested wealth and covering up as far as possible its ethical deficiencies. Wealth invested for profit is called capital and this name distinguishes present society from all preceding forms. As a consequence the school performs its own special work, which consists fundamentally in imparting to its pupils an ideology and training favorable to the perpetuation of profit-making, even though in its economics it never enters into a discussion of how profits are made. All of which may be good and proper for the profiteer who desires to hide his mode of operation, but the reverse for the worker who wishes to know the method of his exploitation. So the school carries out a policy of concealment at the dictates of Divine right, another name for the privileges claimed by private property.

No form of social life is permanent. Slavery, serfdom, handicraftism have all lived and passed away. So with the capitalist machine age. It, too, has completed its labors and is now quickly disintegrating. So faithfully, however, has the school performed its task and so efficiently has it dulled the present mental vision of its pupils that it proves difficult to make them see, far less understand, the great changes happening before their eyes. This is the task of the new school, the new education. It must prepare for the not far distant future. Just as the great need in the past was the understanding and control of the natural forces for human welfare so today exists an equally great need for the understanding and control of the social forces for the benefit of society. No further social development is possible until the completion of this work. The great merit of capitalism and its main justification is that after centuries of slow progress, it has taught man to conquer nature by rapid assault. The same methods work with equal force in the solution of the new problem. Children must know about present society and the work it has accomplished, its natural inability to progress in its work, the social results fol-

lowing lack of progress, the nature of the social change, the general attitude during the transition period and conditions to be expected when the change actually takes place. They should learn, too, of the general direction of movement of all social endeavors and the necessity of acting along with and controlling these powers to avoid catastrophe. Only by opposing them can disorder and chaos overwhelm civilization.

Such demands dominate all other issues. Labor is efficient and plentiful; raw material abundant; machinery of production more powerful than is necessary. These three for the moment are minor problems which need not be stressed. The great outstanding social problem consists in understanding the workings of society and its direction of change. All scholastic energy should be focussed on this point.

What, then, does progressive society demand from its school? To use its eyes naturally—to know its present material as a basis for future structure. Such is culture. Authority, Divine right, is passing away and delay only increases the element of danger. No one can fail to see the gradual rise to power and directive control of the working-class having as its aim the establishment of a new social order. Britain, France, Germany, Japan are restless under existing conditions. Far-seeing statesmen try to bring about world peace that the transition period may not be marred by national and social broils and animosities leading to suicidal strife. With all these revolutionary signs within its vision why does education stick to old-world text-books and remain quiescent? Has it not yet learned from capitalism to conquer opposition by rapid assault? Is it because it does not understand the social problem? Has not the vital energy for movement? Wake up, teachers! Be human!

What does society demand of the school? A ceasing to dwell among the tombs of the past and a striving for betterment in a vigorous living present. It asks that:

- (1) The whole social intelligence of the whole and not part of society be fully developed. However excellent may have been our schools under compulsory education, the fact remains that the working class is still looked upon as an uneducated class, which means that at least eight years of schooling has left them relatively a little less ignorant than they would have been had school not entered into their lives. In *MacLean's Magazine* for December the question is asked: “Do our universities fail to educate?” And the answer by a university professor: “Yes! ‘The dry rot of the academic mind’ is killing independent thinking and love of learning.”
- (2) The construction and symbolism — significance of language—not mere literature—as a means of thought communication, be taught in a thorough and methodical manner so that all may arrive at correct and complete meanings of words and phrases and avoid the use of words the significance of which they have no means of understanding. This misuse of words, however, is by no means confined to the uneducated. Democracy in practice has never meant other than “direction of affairs by a propertied class in their own interests.” When a speaker endeavors to convey to others the information that democracy is rule by all the people for all the people, he perpetrates a mental error by giving a particular meaning a general application.

- (3) That the whole mental process called thinking, the method of receiving sense perceptions and their use as the basis of mental images or concepts be systematically explained in school and not as at present in a haphazard and unsystematic manner. There is a right way and wrong way of using mental powers as instanced above in the dual meaning of the word democracy.
- (4) That freedom of thought and freedom to receive and express a logical opinion on any subject be the right of every teacher and every pupil.
- (5) That the mysteries of present-day production be fully explained without fear and favor. To debar what is termed contentious matter from school manifests great lack of faith in the pupil's ability to distinguish between truth and error, especially after his very intensive mental and moral training. Education proclaims theoretically: "The truth shall make you free"; in practice: "It is not good for you to know the truth."
- (6) For this purpose industrial history, economic geography (not an encyclopedic geography that describes the material and formation of the last pebble on the beach), and a more fundamental book on economics are necessary accompaniments. These are but a few of the changes a dawning civilization demands of the school. Acknowledgment of the certainty of a new form of society means denial of the utility of the old, and this should be taken as a guide in making any desired changes in school procedure. The form of education changes to meet the requirements of a changing form of society which is now with us and it is needless to state that nobody lacking acquaintance with this social evolutionary movement can have knowledge of its needs or of the content of a course of training adapted to meet its requirements.

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TORONTO

NORMAL SCHOOLS

Sir—In regard to a certain article from the department of education, which appeared in a recent issue of your paper, kindly permit me sufficient space to pen the following reply:

It seems strange indeed that the departmental authorities should worry over, or even make comment on the fact concerning a difference of some 66 students in the permitted maximum of 700 and those in actual training at the three normal schools.

Instead of haggling over this childish difference it would be more to their credit to get busy and improvise some means of getting schools for the 700 or 1,000 who cannot get them.

With this astounding figure of surplus, all who have been left out in the "cold" so to speak it would seem clear even to the most ignorant of minds, that it was time for the proper authorities to get down to "brass tacks" and take the necessary steps to prevent this colossal figure from rising in magnitude.

We foolishly erect a third normal school costing in the vicinity of \$400,000, to satisfy the greedy lust of a northern city; maybe the ingenious mind or minds who thought of that as a means of spending other people's money, and a means of making this grand surplus of teachers, might use their brains a little along other channels more beneficial, and remedy their mistakes.

Permit me to give a few unbiased suggestions:

To prevent the total of unemployed teachers from rising (1) Why not curtail all three normal schools for a few years? (2) Abolish entirely the foolish and ridiculous habit of giving loans. (3) Put a stop to this habit of greediness which is so contagious amongst married women by dismissing, an estimated 400 married women from schools, who are undoubtedly one of the major causes of the younger teachers being butted out and deprived of a chance.

In the last analysis, a married women's proper place is at home, not in a school room. Yours—

Reader.

—The Edmonton Journal.

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The fact is that we treat the study of languages as a cross-word puzzle; we simply train the student to fit together the words and phrases according to rules and exceptions.

It is admitted that, in spite of the method, a few bright pupils succeed in using the language quite creditably; but we must also admit that for the greater number the constructing of French sentences is only an affair of guess and of trusting to good luck.

Have we ever realized that a language can only be learned through direct contact and by usage? How did we ourselves learn our mother tongue? Did our mothers ever teach us rules and lists of words? We learned the rules later on, when we were able to speak. Why should a foreign language be taught in a different way?

L'AVENIR is wonderfully well adapted to the right method of teaching French. The elementary section is written so simply that there is absolutely no risk of even the beginner getting out of his depth when he tries to swim through one of the articles. Every sentence, in this section, is short and the only verbal forms used are the present tense and the past indefinite with *avoir*.

If the teacher helps in the translation, the student sees no difficulty in the text, and French has immediately become a living thing to him. At that moment only should the rules be given, as an explanation of the text. As the Report of the International Modern Language Teachers' Committee puts it: "Rules have no existence by themselves; they should never be taught as rules, but should be presented only as explanations."

We recommend teachers of French to try this method with Professor de Savoye's L'AVENIR; they will be surprised at the results.

TEACHERS OF FRENCH, ATTENTION!

The Extension Department of the University of Alberta is planning to broadcast from CKUA an experimental course in French pronunciation beginning in January and lasting for three months. The lessons will be given by Professor H. Allard of the Department of Modern Languages on Mondays and Fridays.

1. Would such a course interest you?.....
2. How many of your pupils would be willing to meet after school hours?.....
3. Could you meet in some house where there is a good radio set available?.....
(True reproduction is most important).
4. Would you be willing to make a regular report on the broadcast lesson?.....
5. What time between 5:00 p.m. and 7:00 p.m. would suit you best?.....

Kindly fill in the Questionnaire above and return **immediately** to the General Secretary Treasurer, Alberta Teachers' Alliance, Imperial Bank Building, Edmonton.

Correspondence

To the Editor, A.T.A. Magazine

Dear Sir:

I do not wish to disparage the motive behind the recent questionnaire on examinations, but I do not believe it is not so much a question of examinations, as it is a question of "selling" to the people the so-called "paper courses." Possibly there is little or nothing new in the remarks I wish to make to defend this statement. Therefore, I leave it to your more experienced judgment to decide whether this should occupy space in our magazine or in the waste paper basket.

Why is it that the Normal Entrance course and possibly the Matriculation course are the only courses offered in about ninety-five per cent of our high schools? Is it because the people want them? Possibly the people don't know what they want in the line of an education. Many a woman doesn't know that she wants a certain style of shoe until a salesman shows it to her. From what I can gather by casual conversations, I venture the fact that seventy-five per cent of the ratepayers in rural Alberta do not know that we have these other courses even on paper. They have never been shown these other courses. Consequently how do they know whether or not they want them?

Our method of salesmanship up to the present is largely responsible for our present status over which we do too much useless worrying. This is about the line of our sales talk:

"Mr. Ratepayer, I am glad to see you have brought your boy in today to be fitted with an education. Now we have something very fine to offer you. It has been used in many countries for many years, and has always given very satisfactory service. It has the special 'fits-all' feature. Another thing, Mr. Ratepayer, it's quite reasonable—in fact I don't think you can get anything cheaper, and I'm sure you won't find anything better any other place. And, by the way, Mr. Ratepayer, I forgot to tell you that it is called the Normal Entrance Course."

And Mr. Ratepayer replies, generally without asking if you have anything else in stock, "Well, all right, Mr. Teacher, I'm sure that will just suit my Rudolph o.k. Yes, I'll have one."

In the light of more recent ideas on education, we know that it has not the "fits-all" feature. We have bluffed the public into buying it; then we complain because the public brings pressure to bear on us when the "fits-all" feature fails to work.

Let Exsellsea be the name of any town in Alberta, which employs from one to five teachers in high school work. In a period of ten years how many different pupils have been registered in the Exsellsea high school? How many of those registered have gone to University or Normal school?

I am at present in a school which is in its eleventh year of consolidation. I find that some of the pupils, whose names appeared on the roll for the first time in the school year of 1926-27, are working on Grade XII work now. These may be considered as not having yet the opportunity of attending either Normal school or University. In the classes previous to the year 1926-27, since consolidation seventy-one different names appear. Of these none have ever attended a Canadian University, although four have pursued some sort of college education in the States.

Three of these four were young people who were awaiting consolidation, and their names appear on the first roll. From these seventy-one pupils, fourteen have attended Normal school. This works out that a little better than twenty-five per cent of the pupils have followed up their preparatory courses. The information necessary for the compilation of these figures was obtained from checking over the registers with the secretary-treasurer of the school district. He has been a member of the School Board since the inception of the consolidation, and takes considerable personal interest in all pupils.

How do these figures compare with other districts of the specified "Exsellsea" type? I would like to see other teachers in small town high schools do a little statistical research through the old registers with a casual follow-up record to find out approximately what percentage of pupils we are calling upon to come and mark time while we conduct courses for the benefit of the minority.

Why is the Normal Entrance course taught in Exsellsea? Because it is the cheapest, and because the so-called teachers of this province either can't or won't teach anything else.

We have allowed ourselves to be governed by an intellectual oligarchy commonly called a university. Yet we have "patented" other courses, but the university's control of the educational market has never permitted these other courses to be sold to the people.

But the expense! Who's going to pay for it? Just forget about the present period of depression and look over the past ten years. Who has been buying the tobacco, the beer, the automobiles, the theatre tickets, during the last ten years? If we would use the same tactics as other salesmen use (and those who think they are superior to salesmen may study the progress of the medical profession during recent years), we would create the desire for these other courses and ultimately see the people put up the money for them.

But the expense! What expense? The cost of typewriters required to convert fifty per cent of the Exsellsea high school into a commercial school would be about one dollar per quarter section per year in the district. That's a tremendous expense, and surely after that you would never think of suggesting that a technical course could be a practical expenditure for the rural high school! Just by way of comparison, what does it cost to allow a child to study geography for one year in high school? Manual, 75c; atlas, 90c; notebook, 40c; fillers for notebook for the year, 60c; total, \$2.65. How much does a hand saw cost? After the pupil has finished his unit in geography, what is his equipment worth? After the pupil has finished using the saw for a year, what is the saw worth? In both cases it depends on the pupil, and please keep in mind, we are referring here to specific cash values. Then, too, did you ever see a carpenter saw a board and bore a hole in it at one and the same time? Well, why not let Rudolph buy the saw and Adolph buy the auger?

Last year one enterprising teacher in a one-roomed high school in Alberta had the boys work at cabinet-making during their winter noon hours and on Saturdays. They sold the product of their work at the end of the season to swell their athletic fund by about Sixty dollars. That idea might be developed so that they could buy more expensive manual training equipment instead of using borrowed tools or geography books. But it goes to

show that the expense of technical education can take care of itself to a certain extent.

A certain school furniture supply company offers manual training benches at twenty-three dollars each. This idea that benches are absolutely essential to technical work is so much "hooley." Let a boy work on one of these varnished, laminated, birch-top benches for a year; then take him outside to plane a board and he's lost because he has no bench with a stop block in it. Let a class make their own benches, and set them up in an old, well lighted barn, and I venture to say they would turn out to be men with more stamina than most of the molly-coddles we are producing in our steam-heated, humidified, hardwood-floored, polish-top-desked academic institutions.

But who would teach them? In the School of Agriculture at Olds, the man who taught most of the technical work for several years was a blacksmith. Let us not forget that the greatest teacher of all time was a carpenter, and He astounded the doctors with his knowledge and intelligence.

If there is anything evil about the present examination system, let us dig down to the root of the evil. Possibly ninety per cent of the children we are examining in academic subjects, we would not have to examine if we gave them what they are entitled to. If we would teach the children according to their abilities and aptitudes, the question of examinations would furnish its own coffin.

W. C. MURRAY.

Organization procedure and propaganda is the greatest tribute to the efficacy of the A.T.A. in the past.

MY KINGDOM

Beside the quiet road it stands,
My little school, half hid by trees;
That stretch out friendly, beckoning hands,
Cooling hot cheeks by kindly breeze.

Sending its summons far afield,
The lofty bell my touch obeys;
In answer to the message pealed,
The children come down dusty ways.

Wee dimpled hands their treasures hold,
Stray flowerets gathered by the way,
Daisies and dandelions gold,
Wild roses, buttercups so gay.

Thus do my subjects homage prove,
And seal their gifts with sweet caress;
I send a silent prayer above,
That God my dear ones richly bless.

Before them lies the busy day,
Each minute to my purpose planned;
Their many tasks, their times of play,
At my behest allowed or banned.

The years will take them far from me,
May strength be theirs to bear life's load,
And treasured in our memory,
The school beside the quiet road.

LILLIAN MORLEY.

The World Outside

Current Events' Committee

MISS ANNIE CAMPBELL

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

Canada's Northland

Reputations rise and fall, ebb and flow and the reputation of Canada's North Land we see ascending on a rapid scale during late years. Once the ice-bound, barren lands of the frost-giants, and the grave yard of adventurous explorers, it now makes fair promise to be the main Highway of the air, uniting the continents of the Northern hemisphere; and the mecca for prospectors of hidden ores stored in its ancient rock. Where formerly fur-laden canoes plied their way over the noble rivers of the north, now from Great Bear Lake, late August sees the arrival at Great Waterways of a shipment of radium ore valued at \$8,000 per ton. That famous water-way now transports precious ore, with its inherent power for human healing.

To the away far north commerce is now taking wings. The fur trade is routing the air. From Coppermine at the mouth of Samuel Hearn's river to the outpost at Walker Bay at the N. W. corner of Victoria Land 600 miles and back a day's journey, flies Pilot W. A. Spence, bearing Inspector Bonnycastle of H.B. Co., the farthest north recorded flight, and in the interest of the company's trade.

Also from the plains and prairies of the Western provinces over the new Hudson Bay railway loads of wheat are carted to be stored at Fort Churchill. The new harbor has been tested and passed with honorable mention—and out from its shelter have sailed grain-laden ships to the harbors on the other side of the Atlantic. Shades of Radisson and Groseilliers, take notice.

* * *

Cold Storage of Gold

By international understanding, and consent of the Western world, Uncle Sam has been crowned "King of the Golden River." From ever so many lands since the "war to end war" was won, tributary streams have continued to flow into the ever widening channel of his river of gold. But when it reaches the seat of his throne its molten character changes. It seems to solidify and lose all power of action. From there it is removed, for though frozen, it is still precious, and much too sacred for use—it is hidden away behind electrically-locked safes in Uncle Sam's treasure house, and in the vaults of his ally, the Federal Reserve System—the largest treasure trove of gold ever known in any land in any age, five billions of dollars worth, almost one half of the total accumulation of the world's supply. How many golden calves could it not make to be worshipped by the five millions of Uncle Sam's unemployed? Strange as it may seem, it has a certain affinity for that ragged army, for it, too, is unemployed, sleeping in vaults, deprived of air and sunshine, its lustre and beauty concealed, its latent powers frozen, its usefulness hampered. Even the king

of the river from which it flowed, seems helpless under its hapless inertia. After all, one wonders, is "Uncle Sam ever so happy on his throne of gold?" Like King Midas, he finds it incapable of feeding his hungry family. Like other kings, it may be his experience that "Uneasy lies the head that wears a crown."

* * *

The World's Alliance of Young Men's Christian Associations convened in Cleveland early in August. There were 1028 delegates assembled from 47 countries—a colorful gathering, many in native costume. Chinese, Hindus, Hawaiians, Czechoslovakians, Norwegians, Koreans, Latvians, and from every continent they hailed. A number of the republics of South America were represented. It was a unique assembly of young men from every quarter of the globe.

Foremost of the topics upon which their deliberations were brought to bear, the all-absorbing topic was the world economic situation. The malady from which mankind is suffering, though superficially analyzed as political and economic, the conference diagnosed as fundamentally a disease of the spiritual nature. The anomaly of starvation in the midst of plenty is proof that the root of the ill is deep in the moral character of the people. The paradox of the condition of so called "over production" is at once a challenge to, and a condemnation of, the religious leadership of the world—"In the moral confusion and spiritual poverty disclosed by the distressing social condition of our day" they said they found a summons to intensive effort "to make spiritual forces regnant in our social life."

Time was when prosperity assumed the masculine guise of strength and assurance and a friendly directness of approach; but in these late days she has developed an extreme of feminine coyness. Suitors galore make bid for her hand, but she retires refusing her favors. From what quarter is the happy wooer to come? Tariffs extend their attentions, but she conceals herself behind their high walls. Cut wages, reduced salaries, expenses minimized are offered as a bribe for a glimpse of her face, but she refuses to come forth from her hiding. Some aspirants for her hand would lay the war debts at her feet—others would present to her "reparations" for her appraisalment—and again, others would make court with a reformed credit system. Still others say, "offer her a free course for her highway of trade." In some circles it is whispered that the dame is ill, and that is the why of her retreat. So experts are summoned to find the cause for her ailment. Some of these pronounce "complications." Lovers meanwhile are in a maze, admirers languish love-lorn, and faint for her return, and still the face of Prosperity remains hidden.

* * *

Teachers in Britain are lined up in protest against the reduction in their purchasing power,

occasioned by the "iron chancellor's" drastic efforts to balance the budget. They are spending freely to make plain to the public what they feel to be just grounds for complaint. What shall the harvest be in this and other such fields? Britain stands with her back to the wall, so they say. And of the future none seem able to predict.

* * *

An exploration venture begun last December, the Johnson Shippee expedition, airplane and afoot, has resulted in the discovery of an ancient wall built, according to native opinion, in the pre-Inca period. It runs, as the explorers report, thirty miles over the maritime Cordillera of Peru. The great wall was found to be in some respects similar to the far-famed wall of China and at places from twenty to thirty feet high. After first mapping it from the air, they traced it many miles on mule-back. They covered Peru from Tumbrez to Tacna, taking 3000 aerial pictures, 1000 still photographs and 30,000 feet of motion picture films. This is new knowledge of the world brought within our ken, and we look aloft in amaze at what the pilots of the air are doing.

* * *

At the conference of the Institute of Pacific Relations, which will be held in Hangchow and will open in October, Vincent Massey, former minister of the Canadian Legation at Washington, will head the Canadian group in attendance. There will take place a free, informal and unofficial discussion of the problems that are the common concern of the nations bordering the Pacific; exchange of views make for understanding, and opens up the way for more friendly relations with the peoples of the Orient.

* * *

Owing to her dominant economic position in Europe the French delegation takes leading role at the League of Nations meetings at Geneva this year. In 1930 Arthur Henderson's policies gave the general tone to the League's proceedings. Nineteen thirty-one sees England under the handicap of economic strain, and weighted down with domestic anxieties, her influence weakened.

To Mexico is extended an invitation to become a member of the League, which she accepts, thus adding another of the Latin-American Republics to the family of nations. China, Panama and Spain are the three new members of the Council of the League elected on the annual vote recorded September 14th for a three-year term. China succeeds Persia as Asian representative. Spain was re-elected to its own seat. Central America occupies two seats, Guatemala having been elected last year.

* * *

A recent article in the "*London Evening Standard*" states that the experiments carried on for years in England with a view to perfecting a process for producing oil from British coal, have now reached the point where only a slight rise in the present low price of gasoline would make it possible to operate the necessary plants profitably. The writer, Professor F. G. Donnan of London University, says that though a large sum of money would be required to build and equip the plants for carrying on the work, the expenditure would be justified on several grounds. As the industry

grew, Great Britain would gradually become independent of imported supplies. Thus, the money now paid to other countries for oil would be kept at home and help to solve some of the country's financial problems. The coal industry would be put on its feet once more. Permanent employment would be given to great numbers of men now out of work.

* * *

As a result of the disastrous floods in China, it is estimated that in the provinces of Hupeh and Hunan seven million people are homeless and that the death in those provinces will be more than two million. The President of the Governmental Relief Committee, Mr. T. V. Soong, has appealed for help to the International Red Cross.

* * *

A Burma Round Table Conference is to be held in November to discuss "the future constitution of Burma, and the relation of that country with India." According to the Simon Report, "Burma is only by accident part of the responsibility of the Governor-General of India. The Burmese are as distinct from the Indians in race and language as they are from the British." The report continues that the people of Burma differ from the peoples of India in origin, history, religion, language, social system, manners and customs, and outlook on life. The percentage of literacy in Burma among women is more than five times the proportion in India as a whole. There is no class antagonism and the standard of living is decidedly higher than that of India.

* * *

The National Union of Teachers in England, and the Educational Institute of Scotland are together making a determined stand against the twenty per cent. decrease in the salaries of teachers, and the enormous cut in the appropriation for education, which the new National Government have decreed. They declare that such a cut in the salaries of teachers, when compared with what the well-to-do are to be taxed is by no means an equality of sacrifice; and that if the proposed economies in grants for educational purposes are carried into effect the schools of the nation will be crippled.

Some Comments on the Present State of the World

Norman Angell, in *Foreign Affairs*—"What happened last month in Britain does not stand as an isolated, strange, unprecedented phenomenon. That sort of thing has been happening all over the world for the last ten years. The whole money machine went to pieces in Germany only a year or two ago; civilized life was disorganized from top to bottom; France came near to the same thing a little later; most of Central Europe has gone through it, one of the most prosperous of our Dominions has been teetering on the edge of the abyss. Millions of well-to-do capitalists the world over have seen their fortunes melt away; industry has been utterly disorganized; and it is as plain as anything well can be that if the recurrent crises continue, the present economic order must collapse."

"... the monetary system which put us at the mercy of foreigners is a clumsy and barbaric instrument, and ought long before this to have been made something more scientific."

"In the view of more than one competent historian, Roman civilization came down because gold became insufficient and the Romans had not the technical competence to manage a substitute; and our economy is immeasurably more complex than was theirs."

* * * *

The New Statesman and Nation—"The tragic part of all slumps is the spectacle of human want and over-supply existing side by side. The unemployed in Europe as they tighten their belts this winter and perhaps shiver for a hot drink, will not be encouraged by the reflection that Brazil has been destroying part of its surplus coffee by fire. The half-starved masses in China would not love Western civilization more if they were told that surplus wheat had been used in America as fuel to fire boilers . . . A prominent director of rubber companies has written to the *Times* supporting the monstrous proposal that the Governments in the East should impose an export tax on rubber to be levied in kind and handed over for destruction by fire."

. . . "Every effort is being made to suggest that as at the beginning of the war there is only one thing to be done and only one way to do it . . . the analogy is exactly the reverse of the truth. In war the whole machinery of production is set at work in order to supply one insatiable demand. Today, the exact opposite is to take place. Activity is to be slowed down, wheels are to be stopped, in order that we may spend less, consume less and work less. Economy sounds well until particular economies are examined and their results gauged. There are already signs that the little devil doubt is putting in an appearance."

* * * *

The London Observer—"Mr. E. F. Wise, M.P., stated yesterday in an interview that in his opinion the fundamental problem with which the country was faced was being overlooked. The fact was that foreign trade was in a state of almost complete collapse. The British problem was not due to the budget or to unemployment insurance benefits, or internal matters of that sort, but to the collapse of trade in every country on the continent and elsewhere . . . Hungary, Rumania, Poland, Germany to a very large extent, Austria, Australia, and the South American countries were practically unable to buy British goods, and until some solution could be found for the collapse of the countries dependent on the price of agricultural commodities, it was hopeless to suppose that this country could get on a satisfactory financial basis."

* * * *

Thomas Johnston, M.P., in the *Glasgow Forward*—"We have a national budget of about 789 million (pounds). Of this sum no less than 304 million (pounds) is for interest upon the national debt. Well over one-third of our national expenditures upon one account, and the May Committee never even hinted at it, but concentrated its attention upon the social services and especially upon the unemployed, who do not cost the State one-third of the interest charges upon the War Debt."

WORLD FEDERATION NOTES ON EDUCATION FOR OCTOBER

By Charles H. Williams, Secretary

International

Dr. Paul Monroe, for many years Director of the International Institute of Columbia University and universally recognized as one of the leading educators of the world, has accepted the Presidency of the World Federation of Education Associations for the coming biennial period.

* * *

Czechoslovakia

The tenth session of the International Child Welfare Association will be held at Lisbon, Portugal, from October 25 to 29, 1931.

Every community in Czechoslovakia must provide a local library according to law. The libraries are financed by contributions from the municipality concerned and from the state, which through the ministry of education and the Masaryk Institute for Adult Education exercises the supreme control of this authority. Last year the libraries cost the country over twenty millions of Czechoslovak crowns. The number of libraries is 16,200, containing over six and a half million books, and there are about one million readers annually.

England

The National Union of Teachers of England and Wales and the Educational Institute of Scotland have issued a joint manifesto in connection with the attempt to make large reductions in the salaries of teachers in those countries. They express their willingness to bear their full share of sacrifice in the present financial crisis but protest against unjust reductions of their earnings.

* * *

Twenty-two public school boys left England about the middle of August under the auspices of the School Empire Tours Committee for a tour of Australia.

* * *

A booklet entitled *An introduction to the Study of Education in England and Wales* has recently been published. In the forty-eight pages is summarized essential information about the ownership and control of English schools, the control and local authorities, the grant-aided school system, the private school system, university and adult education, examinations and teachers.

India

The Maharaja of Jammu and Kashmir has recently announced compulsory education for boys and girls in his state, in honor of the birth of an heir-apparent.

United States

The Department of Superintendence of the National Education Association will hold its sixty-second meeting at Washington, D.C., February 20-25, 1932. The program outlined by Edwin C. Broome, Superintendent of Schools in Philadelphia, will be built around the theme, "Education, Our Guide, and Our Safeguard, and one of the Chief Sources of Our Spiritual Life, Our Cultural Growth, and Our Material Power."

* * *

A conference is to be held under the auspices of the Child Study Association of America at the Pennsylvania Hotel, New York City, on October 19 and 20.

WHAT IS WRONG WITH THE NORMAL SCHOOLS?—A REPLY

By Dr. C. Sansom

In a short paragraph which appeared under the above caption in the September number of this magazine it was suggested that the reason teachers, almost alone among professional people, have to be officially supervised and inspected throughout the whole of their career is because teacher-training institutions are not succeeding in their work. The query is raised as to why teachers have to be dealt with in this way while doctors, nurses and clergymen are merely given an initial course of training and then, for the most part, allowed to go their own way. Is it because normal schools are less successful than medical, nursing and theological preparatory schools in training the novitiates?

The question is an interesting one and suggests a rather naive point of view in regard to certain aspects of our educational work. The reason teachers are brought under periodic inspection is fundamentally not to improve their teaching technique at all, as this writer seems to imagine, but to insure that the School Law, the Regulations of the Department, and the official Courses of Study are uniformly and consistently observed throughout the entire province. In the last analysis, this amounts to the same thing as saying that the underlying reason for the official inspection of teachers and school boards (for the boards also come under inspection as well as the teachers) is to insure that the right kind of social, political, economic, and religious ideas are presented to the young. Education in the modern state is society's main instrument for protecting itself against disintegrating tendencies within, in somewhat the same way as the army and navy are its chief means of defense against dangers arising from without. It is true that education has other functions than this, and that "inspection" serves other and usually more obvious purposes than as a check on the educational heterodoxy of teachers and school boards. But we are here considering education as **state controlled**, and inspection as the work of **state-appointed** officials. The **unique** function of education, as state controlled, is protection for the state (against ignorance, false doctrine, etc.); and the **unique** function of the inspector, as a state official, is to see that it protects. It is not fundamentally necessary to be an experienced class-room man to be a school inspector.

Regarded in this way it is no longer a mystery that teachers should be placed on a somewhat different footing with respect to society from doctors, nurses and clergymen. Doctors and nurses deal merely with the health of their patients, and on the rare occasions when serious mistakes are made it means nothing more than that some individual dies a few days or years sooner than he would die anyway. This is not a matter of deep concern to society at large. No vital social principle is involved. As for clergymen, they are "inspected" at every sermon; they are not dealing, as teachers are, with plastic and unformed minds, unable to meet idea with idea—or with a withdrawal of financial support. The peculiar suitability of schools for use as agencies of propaganda, as com-

pared with hospitals and churches, is one of the key factors in the situation.

What is wrong with the normal schools? No end of things, it may be. But this new charge must not be laid to their account, that teachers have to be "inspected." Neither the extent nor the quality of the initial training has any essential bearing here. It has not been suggested that "graduate" teachers be exempt on the ground of adequate training, nor that an increase in the length of the normal school term from one to two years would mean that the inspectorial staff could be cut in half. Those who think that the primary function of the inspector of schools is merely to supplement the work of training in teaching skills started in the normal school have a very inadequate notion indeed of the true nature of our educational controls.

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The A.T.A. Magazine

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Editorial

LET 'EM ALL COME!

ACCORDING to press reports, the total number of students who presented themselves at the commencement of the Fall term in the Provincial Normal Schools fell far below the maximum figure set by the Department earlier in the year. Instead of 700 students, less than 650 appeared for instruction: that is to say, less than 650 students had presented themselves who had completed the requirements for entrance as specified in the Normal School Calendar. This was a catastrophe indeed! (?) Here are three institutions capable of taking care of over 1000 students and but 640 odd are eligible for training; the staff has been cut down so as to accommodate 700 and it would be iniquitous to decrease the per capita load per teacher by approximately two. Besides this, students who enter the Normal School, pay a fee of \$25.00: the loss therefore, to provincial government revenue would amount to the huge sum of \$25.00 multiplied by 60—\$1500—one-half the salary of one instructor. Not at all, Mary; it must not be thought of! We set 700 students as our mark and "neck-or-nothing" we'll get 700. Are there not 360 degrees in a circle? Twice 360 makes 720. There, you see; we have less than two complete circles. (Q.E.F.). So, let down the bars; compromise with the regulations; advertise for them; compel them to come in. What is the good of regulations, anyway, if not to be broken or changed. All of which sounds gloriously illogical. It is so, but we have tried real hard to fathom the spring of reason for what has taken place and we are left guessing.

* * * * *

The invoking of logic in this regard leads us to rather uncharitable conclusions. Here are a few examples of logical reasoning:

Conclusion 1.

An over-supply of teachers produces a lowering of teachers' salaries; if an over-supply of teachers be created then teachers' salaries will be lowered. It also follows that the greater the over-supply the more drastic will be the cut in salaries; therefore, continue unremittently to augment the over-supply and the cuts will be augmented accordingly.

Conclusion 2.

"Pinching the bread basket" of the individual members of an organization has a deleterious effect on the morale of the group; over-supply has the effect of "pinching the bread basket"; therefore over-crowding the teacher market (the more the merrier) may go a long way to destroying the morale of the teacher group, the A.T.A.

(N.B.—Teachers might become so poor as to be unable to pay their membership fees—certainly unable to attend conventions).

Conclusion 3.

It is the duty of the state to train teachers; the state has provided institutions for the training of teachers, therefore the state is doing its duty.

Conclusion 4.

In a democracy it is the duty of the state, as far as possible, to avoid discrimination as between individuals: in admitting to the Normal Schools, by present methods, every eligible or near eligible student who desires to enter, the state is avoiding such discrimination as far as possible; therefore the state is doing its duty.

The state by doing its "duty" in this logical manner, is over-crowding the teaching profession, depressing the standard of education generally and thus rendering a great disservice to the children of Alberta. But it has already been proven that the state is doing its duty; therefore it is the duty of the state to render a disservice to the children of Alberta.

Again, it has already been demonstrated that the state is doing this duty magnanimously towards the individual teacher in avoiding such discrimination; such avoidance of discrimination is crushing the teaching profession in Alberta; therefore it is the duty of the state to crush the teaching profession in Alberta. (Q.E.D.).

The group includes the individual. It has been proven that it is the duty of the state to crush our group: therefore it is the duty of the state to crush individual teachers. (Q.E.D. again).

It has been demonstrated that it is the duty of the state to aid the individual teacher by avoiding discrimination; it has been proven that it is the duty of the state to crush the individual teacher: viz., to aid him and to crush him. (*Reductio ad absurdum*).

* * *

It might be argued with equal logic that the state requires soldiers and sailors: that it is the duty of the state to train men for these services; that there should be no discrimination whatsoever as between individual men; that all who desire to enter the military service should be accepted for training irrespective of the national requirements of trained men and equipment. Barracks or battleships, enough to accommodate all should be constructed and equipped at state expense, and rifles, bayonets, revolvers, uniforms, artillery and other paraphernalia of war should be provided for every candidate for admission. Where would dear old John Bull land with 3,000,000 unemployed to start with, nearly all anxious to don the military garb? No amount of scratching his poor old head or tightening his belt would materially assist him to finance the results of his committal to the principle of avoidance of discrimination as between individuals. The bright idea might dawn upon him that every regiment might fix the future pay of those in training. There would be enough regiments for every town, enough battleships for every port. Let each community pay for the upkeep of its own local regi-

ment, or its own warship, as the case might be, let each centre fix the wages of the men. Then perhaps many will offer them jobs on the "Dutch auction" principle as numerous Alberta School boards do. Soon the over-supply of applicants will drive down the pay until the demand for training diminishes, as is the case with Alberta teachers.

ALL TOGETHER THEN!

DAY in and day out, the stream of callers continues unabated. Never before have individual teachers made such a constant demand for service and assistance from the central office; our mail box was never so loaded with letters demanding immediate reply. All of this goes to prove that never before has it been so imperative that the Alliance be strong both numerically and financially. Nothing can do as much now to steady things as organization 100 per cent strong. Don't leave *George* to do it, don't leave somebody else to convert the non-member; don't wait for somebody else to start a Local going in your home town: if you do, it won't be done.

* * * * *

Teachers of Alberta seem to have thrown away all doubt that there is any other big brother and real friend than their own organization, the A.T.A. Our roster of members for the current year is now greater by 500 than at the same time last year which constituted a record. The present is no mere rural teacher crisis: this cry from the rural areas against slashed salaries; against the overcrowding of the teacher market and consequent cynical disregard of teacher welfare—against the ground being cut from underneath our feet—may not long be confined to rural teachers. Sooner or later the teachers in the larger centres, the large public schools, the city high schools—yes, even the inspectors and Departmental officials themselves—may echo it. This is no time to mince matters: our problems must be faced squarely and unitedly with steadfast courage. The teachers' organization apparently is the only solid foundation upon which those employed in the educational system may hope to build a refuge during the storm. It is apparent that those who, presumably, should be otherwise minded consider that the views of teachers should be ignored. People outside our ranks are not going to threaten revolution because Alberta is the only province in Canada without a Teachers' pension scheme or because anti-A. T. A. "dope" is surreptitiously administered to some unable to resist. This anti-organization procedure and propaganda is the greatest tribute to the efficacy of the A.T.A. in the past and it is directed with the one carefully calculated aim in view—that of producing within the teacher group a condition of anaesthesia at a time when physical vigor and mental alertness most need stimulation.

"A house divided against itself can not stand!"

PHYSICIAN, HEAL THYSELF!

AN outline of present conditions hardly requires to be made by one long experienced in teacher organization work, neither would the task require the writer to possess an intimate knowledge of the psychology of the average teacher nor would it be necessary for him to be thoroughly acquainted with the "atmosphere" of every type of school trustee. Any one of that numerous body of unemployed teachers; anyone of those who have found themselves out of a job because either he would not accept an unfair "cut" in salary or because he was unaware as to the lowest bid tendered for his position; any one of those waiting and waiting for the cheque that never comes from his school board could do the task just as thoroughly and illustrate how these conditions affect the teaching profession. Everybody knows present conditions—the world-wide financial stringency and world-wide unemployment: the "flop" in prices of farm products; the over-supply of teachers; the piled-up debt to teachers in the form of unpaid salary; the "misery loves company" attitude unfortunately manifested by debt-burdened ratepayers, farmers and business men.

* * * * *

But what of the future? He would be bold indeed who would attempt to forecast the final outcome of the present crisis in local, provincial or national affairs be they social, political, economic or educational. But unless past experience be no gauge whatsoever, education and the teaching profession will certainly not escape its effects nor its influence; neither will the teachers and the teaching profession be mere spectators of the changed or changing conditions. However, it is surely reasonable to suggest that the degree to which these conditions will affect the teachers to their disadvantage will be largely dependent upon whether or not they are in a position to exert some influence as an organized, powerful group. If they be as mere wisps of straw skipping hither or thither with every wind that blows, the future is full of foreboding.

* * * * *

An absolute prerequisite to an advantageous position in the future conflict is the development of our muscles, the strengthening of our sinews and the increasing of our staying power in tackling the present obstacles which impede us. It will tax all our resources to the uttermost to supply sufficient power to navigate, to keep the vessel abreast of the mighty breakers, to steer clear of the icebergs and through the fogs which beset us today. If ever there was a time when the present and future welfare of the teachers and of education commands that the teachers should close the ranks and act as one united whole, that time is the present: never before has there been such urgent need of sturdy teachers' organizations; never before has it been so imperative that our organizations be strong, numerically and financially. Nothing can do as much to steady things now and prepare for the future as organization, practically 100 per cent. strong. Each new member adds so much additional power and strength, actual and potential, to safeguard our interests,

individual and collective, present and future. Teachers should be under no delusion; at this critical time, the claims of membership must extend beyond obligations strictly constitutional—mere payment of fees, attendance at meetings, obedience to a code of ethics—the situation *demands* that every member not only keep himself in good standing but, in addition, put real heart and soul into the work of organization, to assist in the formation of new Locals and "ferret-out" the non-member and induce him to "heal" himself of his infirmity.

* * * * *

"The fault, dear Brutus, is not in our stars
But in ourselves . . ."

Had the A.T.A. included within our ranks approximately one hundred per cent. of the teaching body of Alberta those humiliating "Dutch" auctions of positions (the lowest bid accepted); those shameless firings, more because a **cheaper** teacher could be found than because the previous teacher could not be financed; those many examples of conscienceless disregard of a "gentlemen's agreement" between teacher and board—all these and other cankerous sores need not have developed or become common-place. Informed people have no hesitation whatsoever in asserting that lack of a common understanding, of united action amongst the teachers themselves have done more to encourage these humiliations and lower the status of teachers than have the fall in the price of farm products, the drought in certain areas and the over-supply of teachers all combined. This is not meant to imply that wheat prices, drought, and the law of supply and demand would not have affected the teachers at all: it is submitted, however, with every conviction that the degree to which **unfair** advantage may be taken of teachers by those so disposed is high or low in inverse proportion to that degree of support the teachers individually and collectively place at the disposal of those whose privilege and duty it is to work in the interests of the teachers themselves. It is no use crying over spilt milk now; it is no use hissing the words "Told you so!" to that minority who are non-members of their professional organization: the unquestionable fact is, real damage has been done to their own interests and those of their fellow-workers (indirectly of course—more sinning by omission than by commission). A continuation of an "each for himself" policy on the part of a minority will result inevitably in a further setback in the immediate future for everybody; also, it will place everybody concerned in a position of comparative disadvantage to grapple with the portentous problems in the more distant future.

Teachers of Alberta: Get busy! Organize! Help others to organize! Let your slogan be: "Physician, heal thyself!"

A FRIEND HAS LEFT US

By Inspector J. C. Boyce

The passing of Inspector Thibaudeau on September 10th last came as a great surprise and shock to his numerous friends and has left a gap in the educational life of the Province which can be filled only by the remembrance of his earnest, faithful and conscientious devotion to his life's work. In the early days as Principal of the Wetaskiwin schools he took a keen interest and prominent part in advocating the erection of the fine large school in that city of which the citizens have been justly proud. He was among the first to introduce Girls' Basket Ball in the West and took much pride in the games played by his team in the towns along the C. and E. line.

Soon after autonomy was granted the two Western Provinces when the Hon. Dr. Rutherford was Premier and Minister of Education of the new Province of Alberta, Mr. Thibaudeau was appointed Inspector of Schools with headquarters at Lacombe. His Inspectorate at that time comprised the area from Wetaskiwin to Blackfalds along the railway line and east and west all across the Province away out to the most remote settlements. The hardship encountered and the endurance required in those early days can hardly be realized by the newly-appointed inspectors of the present day. With his team and buggy he negotiated muddy trails and watery sloughs through swamp and muskeg, bush and prairie giving encouragement to the lonely teacher in the scattered settlements. For days or weeks at a stretch his nights were of necessity spent in the overcrowded though hospitable homes of the first pioneers. Much patience, perseverance and pluck were required to surmount the obstacles and overcome the discouragement everywhere present in pioneer life. After returning from a long and arduous trip well nigh exhausted and almost completely disheartened, a short rest over the week-end found him again ready for further service and sacrifice. Through all the vicissitudes

of those early days probably the one thing more than all others that buoyed him up was the conscious experience that he was in a very substantial way along with his teachers materially assisting in developing a strong, virile and intelligent citizenship in the new Province of his adoption.

Later, when the population of the Province had increased and more inspectors were appointed, Inspector Thibaudeau was transferred to the Stettler Inspectorate where he remained until his death. In the normal course of events he was due for superannuation and his more intimate friends while regretting his retirement from the service were hopeful that after his strenuous life he would be spared for a long period of well-earned rest, contentment and happiness. But it was not to be. He will be greatly missed by the Department of Education to which he gave loyal service and by the inspectorial body of which he was an honored member. He will be kindly remembered by the teachers, children, trustees, parents and friends in his Inspectorate for his unstinted devotion to the great cause of education. Mr. Thibaudeau was very keenly interested also in organized games and sports for children; the Stettler annual school sports, largely organized by him, being second to none in Alberta for magnitude, variety, smooth-working and enthusiastic interest. Who shall venture to estimate the extent of achievement of a life devoted to a great cause? Who shall attempt to measure the success or failure of conscientious effort spread over so wide a field? In a busy world, a part of a great universe, he lives his span of life, he gives to the world the best he has, he passes on: let us leave the measurement of his life and work and ideals with a beneficent Providence. The deepest sympathy of his many friends goes out to Mrs. Thibaudeau and the family in their sad bereavement. A friend has left us.

THE IDEA!

School teachers throughout this and other inspectorates will notice that the Minister of Education has decided that there shall not be any of the usual Teachers' Conventions this fall. These events usually take place on the Thursday and Friday preceding Thanksgiving Day, thus allowing the teachers a full five day respite from their class-room work.

Aside from the question as to whether these conventions are justified by results in the way of improvement in teaching and so on, it would seem that the Hon. Mr. Baker has stepped somewhat outside his functions as Minister of Education, in thus putting a peremptory stop to an institution which has the sanction of long-established custom, if not of law. As a rule, the expenses of

these conventions are borne directly by the teachers themselves, by way of fees, without costing the department or the public at large anything at all.

However, the ukase has gone forth. There is nothing for the teachers to do but obey it, although it would be curious to see what the Minister would or could do about it, if the Teachers' Association of any Inspectorate should go right ahead and hold their convention in defiance of the ruling.—*Vegreville Observer*.

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Your Local Alliance Meeting

(For Small Centres Only)

We reiterate the suggestion that the City Locals at Edmonton, Calgary, Medicine Hat, Lethbridge and Drumheller be called upon to provide the section for one month, in rotation; and that they take care of this by appointment of a Local Agenda Committee.

We request that each such committee be furnished with a document explaining what is wanted—somewhat along these lines:

1. Small town and rural locals fail commonly because initial stiffness is not removed in time, and because nobody knows what to do "at our next meeting;" also perhaps because they try to discuss Provincial business—on which they are not well informed—before they have actually welded themselves into an organization of good friends.
2. We are now attempting to take what we think may prove "the long way round but the short way home." That is, we suggest that a year or two be spent by our less virile Locals in building up a habit of getting together and in fostering acquaintance and good fellowship

among the teachers of a locality. During that time the discussion and transaction of Alliance business may well occupy a minor place on monthly agendas (except perhaps in March and April.)

3. It is believed that young teachers generally would be attracted to meetings where they were sure of getting light and exchange of experience on real live classroom topics, and it is accordingly suggested that a place be found in each month's agenda for such discussion, and a stimulating topic assigned.
4. The October Local Section in *The A.T.A. Magazine* is an attempt to embody these aspects of Local-building. Our purpose may be crystallized thus: Break the ice—make opportunities for pleasant acquaintance—cultivate the gifts of members—offer live topics in the classroom field—lead the groups gently to wider professional interests—The Local must be cemented before it is useful.

A. J. H. POWELL,
Chairman of Committee.

We have been doing some intensive thinking during the summer vacation upon the old question: "How can Locals be most efficiently aided by the central office so as to function regularly and actively?" During the coming winter we are going to try to furnish you on this page with suggestions which will make it easier for the small town and village groups to get going and keep going.

Here are some of the things we want you to do when you launch your Local this year:

1. Warm up the atmosphere first of all with some fun or quickly-roused interest.
2. At each meeting let something be done to enrich the fund of teaching knowledge and method.
3. Practise your powers of entertainment—whether as a musician, a reader of good passages, or a teller of good stories.
4. Spend a little time on broad professional questions.
5. If you have refreshments—and they do help to hold the gang together—remember that teachers have little opportunity to practise the tea-hound stuff. Gather them round a table so that their minds will be at ease, not distracted by the worry of balancing a valuable teacup on a bony knee.

With these injunctions in mind, we shall divide the suggested October meeting program into the following sections: Warming up; Teaching; Entertainment; Professional Question; Conversational.

I. Warming Up

Here is a little puzzle with which our friend H.R.L. presumed to test our intelligence during a lull in the last Annual General Meeting:

FLY
FOR
YOUR
LIFE

The above represents an addition sum, in which I and O equal "one" and "zero" respectively, and each other letter a digit (each different letter a

different digit.) Rewrite the sum in digits so as to add up correctly. We understand that the writer rated as a high-grade moron on this test—see if you can do better!

Have You a Sense of Poetry?

Here are three fragments of verse, two of which are by a third-rate doggerelist working in a hurry, and the other by an outstanding modern poet. Can you pick out the poetry?

Of I dream of them, comrades of yore
Loved in my childhood but long passed away;
"Come! we are waiting," their mute eyes say.
Eyes that were dimmed in death, shall I once
more
Kindle my soul in your gentle ray
Some day?

Friends of the long dead past, thronging
around my pillow,
Ghostly but gentle-eyed, call me back to the
long ago.
Voices that time has dimmed speak soft as
the wind in the willow,
Telling—could I but hear—the secrets I
yearn to know.

I think of the friends who are dead, who
were dear long ago in the past,
Beautiful friends who are dead, though I
know that death cannot last;
Friends with the beautiful eyes that the dust
has defiled,
Beautiful souls who were gentle when I was
a child.

—And if that is too intellectual for you, how about a cross-word puzzle? Anything in reason to break the ice!

II. Teaching

Discussion: Would it be possible, reasonably practicable and desirable to teach the Geography of Alberta by means of a sand-table?

III. Entertainment

Circularize your members or call them on the

'phone and ask them to come to the meeting with one of the following prepared:

- (a) A good humorous anecdote suitable for senior grade narrative composition.
- (b) A five-minute reading (not memoriter, but from the book) from a classic—serious.
- (c) The same—frivolous.
- (d) A fine short poem. (We have before us a splendid little volume, "Poems of Today;" Sidgwick and Jackson, London, which any Local might well adopt as the textbook for a series of ten-minute studies of modern poetry.)
- (e) An account of a new game for Friday afternoon in the class room.

IV. Professional Question

When a man or woman has completed say 40 years of efficient service in education, is his experience of any value to the state? If so, in what ways could it be utilized? Is Alberta losing possible values in this regard?

—This question is suggested by the tragic passing of one more of our pioneer school inspectors. Are teachers entitled to have an honored "eventide" or are they just so many old plugs to be worked to the last cent of their value until they drop between the tugs?

V. Conversational

We can give no very definite guidance in this regard, beyond a pointer or two which may be helpful.

1. Don't be afraid of talking shop. It is the easiest thing to talk, and when you are on good familiar terms with each other your range of conversation will broaden of itself without any strain of stiffness or pretence.

2. If things flag a little, start 'em off on what Lewis Carroll called "syzigisms," e.g., "Turn PLAY into WORK." You change the word PLAY a letter at a time until you reach the word WORK—like this: Play, clay, clad, glad, goad, woad, word, WORK.

Notes on Organization

Give serious thought before your first meeting to the question of your officers, so that unsuitable choices are not made through mere accident or lack of care.

Do your bit in the matter of transportation. There are locals whose success is due mainly to the fact that leading members are willing to go five miles out of their way to give a car-lift to some isolated teacher.

If possible, exercise personal hospitality by inviting the Local to meet at your teacherage. It makes for friendship, and for true fraternal feeling. In this way the place of meeting may be made on the average equally accessible for all members.

UNEMPLOYED TEACHERS, PLEASE NOTE!

The Minister of Education has authorized a course of instruction exclusively for teachers with Normal School training who desire to qualify to teach Manual Arts, according to information supplied by Dr. W. G. Carpenter, Director of Technical Education of the Provincial Institute of Technology and Art, Calgary, where the course will be taken. The course commenced on September 28th and will last until May 20th next. It will consist of shop subjects including: Wood, Metal, Concrete and Cardboard construction, elementary electricity and home mechanics, elementary mechanical drafting and methods of teaching these subjects.

Local News

LETHBRIDGE

The Local Alliance held a very successful meeting on Wednesday, September 9, at 4.30 in Central School. The meeting was ably conducted by Miss Reid, Local President, in a manner which suggests a business-like and pleasant year.

Dainty refreshments were served by the members of the Executive during a pleasant social half hour and an unusually large number of members was present exchanging greetings for the new school year.

Teachers new to the local staff were suitably introduced, including Mr. Fisher of the Collegiate Commercial Department, and Messrs. Walker and Segsworth of the Collegiate, formerly of Saskatchewan, while Miss Greig, now on the staff of Fleetwood School, was welcomed back after a year's absence on leave.

The next meeting will be held at Galbraith School at the invitation of its teachers through Miss Birch, their principal.

Since school began an additional room has had to be opened in the Collegiate Institute for the Commercial Department and has been placed in charge of A. Wade a former member of the staff.

Teachers of this district will notice with sincere regrets that the passing of years has brought about the retirement of Inspector Morgan, while they will congratulate him on a well-earned rest. The filling of his place, though a difficult task, will undoubtedly be well done by his successor, Mr. Owen Williams, formerly of Vegreville, who will be heartily welcomed to the city, especially in musical circles.

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Marginalia

C. SANSOM, PH.D.

Teacher Tenure in New Zealand

Teachers in New Zealand are appointed by the Boards of the Education Districts of which there are nine in the Dominion, five in the North Island, and four in the South Island. The Educational Districts are divided into school districts in charge of School Committees. The appointment and dismissal of teachers are not listed among the duties of the Committees, although they may recommend teachers to the Board for appointment, and may also recommend the suspension or dismissal or transfer of any teacher; and no appointment, suspension, or dismissal shall take place until the Committee has been first consulted.

A teacher in New Zealand wishing to terminate his engagement must give to the Chairman of the Committee, and also to the Chairman of the Board under which he holds his appointment, at least one month's notice of his intention to do so; and a teacher's engagement shall not be terminated by any Board except on giving three months' notice, signed by the Secretary. It is further stipulated that if the termination of the notice in either case falls in any authorized holiday period, the salary of the teacher shall be paid to the end of the holidays.

Any teacher who has received a notice of dismissal, suspension, or transfer may within forty-two days after the receipt of the notice appeal to the Teacher's Court of Appeal. This Court consists of three persons: (a) A magistrate in the district in which the teacher was engaged, to be appointed by the Minister; (b) a person of either sex, not being a teacher, nominated by a corporation (of teachers) in said district, or by the New Zealand Educational Institute; (c) one person, not being a member or officer of the Board concerned, to be nominated by the Board which dismissed, or suspended, or transferred such teacher.

On the hearing of any such appeal the teacher may himself appear or be represented by some person in his behalf, and the Board may be represented by its Chairman or some other person appointed by the Board; but no solicitor or counsel shall appear or be heard.

The decision of the Court is final and binding on both parties.

* * * * *

The Detroit Convention

At the meeting in Detroit in February of about 12,000 superintendents, principals, supervisors, etc., on the occasion of the annual convention of the Department of Superintendence of the National Educational Association, it is reported that about 1,000,000 words were spoken in the 300 speeches delivered in the \$8,000,000 Masonic Temple—"luxurious, commodious, convenient," as would be expected at this cost. The estimated expense of holding the convention was \$1,000,000. This figures out, as will be seen, at the rate of one dollar for every spoken word; which was probably a good deal more than it was worth. Five

other departments of the National Educational Association held sessions in Detroit at the same time, and also seven or eight other educational organizations not connected with the National Association. The claim that the assembled hosts constituted the "world's largest educational convention" is not likely to be seriously disputed.

One trend in American education of interest to Alberta teachers which came to light at the convention was that apparently the reaction against intelligence tests and other mechanical devices for mental measurement, which has been gathering momentum in the United States for some years, now amounts almost to the proportions of a tidal wave. In *School and Society* for March 7, 1931, intelligence tests and other such devices are said to have received "blistering castigation" from a number of the speakers, and especially from E. W. Butterfield, of Connecticut, whose speech is characterized as being "the most brilliant delivered during the convention." "You can not classify your merchants as dull or bright," declared Mr. Butterfield, "we assume that ministers are regularly bright, and deacons regularly dull, but there is no way of finding out. We divide our schools into ability groups and seat the assembly halls with uncontaminated castes, but when the women's club gathers, Solomon could not pass through the audience and separate the bright from the dull."

But it would probably be quite wrong to assume, merely on the strength of the American reaction, that the virtue has all gone out of the use of standardized tests in education. It is the abuse, not the use, of these devices that is really being "castigated." Even Dr. Judd, the doughty protagonist of science in education first, last, and all the time, is moved to exclaim that "The use of scientific discoveries requires as much skill as was originally required to make those discoveries." He means that a great deal more care is necessary in interpreting the results of scientific measurement than has been commonly assumed in the United States. He protests against the assumption that "a certain test infallibly determines the intellectual status of a pupil." But it would be very unfortunate for Alberta, nevertheless, to ignore or even to minimize the importance of the scientific movement in education. It has its place and it still largely remains for us and for the people of the United States to determine just what that place is.

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OUR TEACHERS' HELPS DEPARTMENT

OUTLINE FOR NOVEMBER

Function of the Outline

It might be worth while to reprint The Calgary School Board's statement with regard to the function of these city outlines:

The purpose of these outlines is to indicate the part or parts of each subject to be dealt with from month to month as the year's work would be planned for an ordinary class, in accordance with the revised Programme just received. Incidentally, this would give the order in which the various topics in each subject might be taken up in class. It is not intended, however, that teachers should follow these outlines rigidly, rather that each teacher should be governed by the needs of his or her class, keeping the outline in mind as a general guide.

Rural teachers, particularly those first entering the profession, must not be overawed by the outline. They will find it very useful in estimating whether their own planned rate of progress compares satisfactorily with that of the city school, and will, indeed, find it very helpful in arriving at that planned rate of progress. But the exigencies of the rural time-table must be kept in mind, and wherever material appearing in such a teaching outline may be dealt with incidentally as a part of regular school administration, so much the better.

Outlines for Grades I - VIII inclusive, by courtesy of the Calgary School Board.

GRADE I.—

READING

It is suggested that the first twenty-five or thirty pages be read in at least two readers before starting the Canadian Primer and finishing it. This time when the vocabulary is not heavy should be utilized for setting a habit of thought reading, and the greatest care should be taken to avoid any word-saying in the reading lessons. This preliminary easy reading may take until Christmas if the class is not well advanced; but, regardless of time, steady progress should be made along the lines suggested.

PHONICS

m, a, s, f, t, c, n.

LANGUAGE

Aim in oral work:

- To secure two statements about some concrete object, when same object is either present or not present.
- To develop a simple expression of opinion on some subject. Correlate here with Citizenship, Nature Study or Hygiene.

Games—

"Who is it?" Answers—"It is I, he, she, etc." Study polite use of "I", as, Alice and I are going.

Pictures—Continue study of these.

Dramatization—At least one story of the month, and one rhyme.

Stories—Billy Goats Gruff; Chicken Little; Black Sambo; Thanksgiving Stories.

MEMORIZATION

Polly Flinders; Simple Simon; First few pages of the Canadian Reader.

ARITHMETIC

Counting to 50. Grouping of 4, 5.

Group recognition of 8, 9, 10. Making of all symbols from 0 to 10. Form in this work should be carefully watched now before a poor style of figures has become a habit with the child.

Numbers before and after any number to nineteen. Oral only.

HYGIENE

Especial study of the teeth; their care and importance. Foods which build good teeth; foods or habits which are destructive to teeth. Outdoor play—its value; good sportsmanship.

CITIZENSHIP

Community spirit in work and play. Thanksgiving. Helpers and non-helpers in a schoolroom.

NATURE STUDY

Birds—Their warm covering; flight; flocking; twittering.

Bird activities. Feeding the winter birds.

Animals—Kitty: her naughtiness in chasing birds. The dog: playmate; stories about dogs. The rabbit: stories and talks. Cow, horse; different calls of these animals. Names of baby animals—as a baby horse is called a colt, etc.

GRADE II.—

LITERATURE AND READING

(a) Reading—

- (1) The Jackal and the Alligator.
- (2) The Reason Why.
- (3) The Sandman.
- (4) The Water and the Pitcher.
- (5) Supplementary Reader.

(b) Literature and Memorization—

- (1) Putting the World to Bed.
- (2) The Wind (R. L. S.)

(c) Stories for Telling—

- (1) David and Goliath.
- (2) The Hare and the Tortoise.

LANGUAGE AND COMPOSITION

- Oral Topics—A Snowball Fight. Where is the Gopher Gone? The Traffic Policeman. The Postman.
- Single sentences, written, aiming at the use of simple descriptive words, such as little, pretty, red, long, etc. Teach the use of capitals for the names of persons and Places.
- Vocabulary Building—Review systematically: Long sound of a, ai, ay; long e, ee, ea, y; long i, y (in short words without a vowel as cry) ie; long o, oe, oa; long u, ue, ew.

SPELLING

September to December—

Teach the words from the first term list in the Course of Studies, taking four or five words a day, according to difficulty, for the first four or five days of the week. On Friday review the words studied that week. Teach two or three phonic families a week. The following list is suggested:

at	en	od	ee	ay	wa
an	ed	op	oo	ou (out)	ew
ad	end	ut	old	or	ow (window)
ap	est	un	ow (cow)	ch	ce (nice)
am	it	up	ck	ar	er
and	in	ind	ea (read)	oa (coat)	ir
ast	ip	ild	sh	ai	ur
et	ot				

An alternative suggestion is to spend the entire month of September on phonic families, starting in October with the words from the list, and continuing phonic spelling.

CITIZENSHIP

First Week—Use of rubbers and warmer clothing. Ways of avoiding colds. Use of precautions to protect others if you have a cold or other disease. Talks on diet in health and in sickness.

Second Week—Shorter evenings, bedtime stories, talks on use of artificial light when reading. Discussions on time to go to bed and why.

Third Week—Discussions on nature's ways of caring for plants in winter. Teach child care and tenderness to all plants including those in schoolroom. Thanksgiving for God's goodness in care and food, etc.

Fourth Week—Trees, summer and winter. Show how good care in summer helps them in winter. Boulevard trees, need of them. These are friends and should be treated as such. Talks on maple trees and maple sugar as related to food storage in trees during winter.

ARITHMETIC

Counting in any 100 space by 1's

7 8 9 7 8 9

Teach combinations and separations:

5 4 3 6 5 4

Teach $\frac{1}{4}$, i.e. the idea of $\frac{1}{4}$ of an object. E.g. apple, paper, string, pie.

Teach place value of tens and units.

Teach writing (in figures) and recognition of numbers up to 1000.

Introduce the clock. Teach telling time; the hour, $\frac{1}{2}$ past, $\frac{1}{4}$ past, $\frac{1}{4}$ to.

Also teach day, week, month, year.

NATURE STUDY

Use calendar from day to day, marking direction of the wind, rain, snow or sunshine.

1. Study of trees: (a) Parts of tree. See Course. (b) How trees prepare for winter.
2. Domestic Animals and their preparation for winter.—See Course.
3. Pets—What the pets think about owners. Humane stories about these.
4. Migration of birds—Reason (Scarcity of food). How the birds get ready. Which birds migrate? Which birds do not? Recognition of the birds belonging to each group. Birds that do not migrate: Chickadee, Junco, Snow-bunting, Magpie, Sparrows, etc.

HYGIENE**First Week—**

Habits—Table manners—wash before eating always.

Second Week—

Habits (continued)—Eat at regular times; chew food well; have pleasant conversation at the table.

Third Week—

Poster.

Fourth Week—Milk—(a) Value for growth, stronger bones, better teeth, stronger muscles. (b) Drink milk regularly at meal times. (c) Ways of having milk—in cocoa, porridge, puddings and soups.

GRADE III.—**READING AND LITERATURE**

Silent—A Young Hero. Flight of the Thrushes.

Oral—The Scarecrow; The Ploughman; The Powder Monkey; The Golden Touch.

Story Telling—How the Whale got his Throat.

Memory—The Lobster Quadrille; The Night Wind; The Rock-a-by Lady.

Dramatization—The Rabbit's Trick.

LANGUAGE

(a) **Oral**—Thanksgiving Day; How We play on a Stormy Day; My New Suit; My Best Friend; Jack Frost.

(b) **Formal**—Friendly Letter. Abbreviations for yard, foot, inch. Drill oral and written; or may, can; broke, broken; write, wrote, written; were, where; they are, there are.

Write two original sentences on a given topic after oral discussion.

(c) **Vocabulary Building**—Practice in adding tion, able, ly, ful, such as beautiful. Pronunciation practice: have to, ought to, want to, should have, John and I must starve, etc.

SPELLING**November and December—**

Supplementary list to the end of words of 1.6 value.

Review all words taught during the fall term.

Keep a record of the words the class find difficult, in order to review in May or June.

CITIZENSHIP

Community Life.

(a) Recognize good qualities in representatives of other nations and races (in child's neighborhood), teach good fellowship among all classes—good sportsmanship in games—fairplay in work or sport.

(b) Thanksgiving and Armistice Days—connection with harvesting.

(c) **Stories**—

1. The Story of the First Corn—For the Children's Hour.

2. Ruth and Naomi—For the Children's Hour.

3. Madeline de Vercheres.

4. Sir Galahad.

ARITHMETIC

1. Teach 2 and 4 times tables.

2. More rapid addition and subtraction, and daily accuracy tests in addition and subtraction.

3. Introduce fractions $1/10$, $1/5$, $1/2$.

4. Counting by 4's, 3's and 6's.

5. Teach Arabic notation to 50,000, and Roman notation to 50.

6. Teach yard, foot and inch.

NATURE STUDY

In connection with plants' preparation for winter see "Babybuds Winter Clothes" in "The Child's World" by Emilie Poulsson.

HYGIENE

Essential Foods for Children—milk, fruit, vegetables, etc. What to eat for sound teeth, rosy cheeks, etc.

GRADE IV.—**READING AND LITERATURE**

Silent Reading—

The Boy Hero. Edith Cavell.

Oral Reading—

A Hindu Fable. Alice and the White Queen.

Literature—

Knights of the Silver Shield. Sir Humphrey Gilbert.

Memory Work—

Canada! Maple Land! The Eagle.

Story—

The Quest of the Hammer.

LANGUAGE AND COMPOSITION

A. Formal Lessons on use of Dictionary.

B. Use of quotation marks.

C. Use of Autobiography in oral and written composition.

SPELLING

Remaining 70 words, First Term List.

Memory Work Spelling.

CITIZENSHIP AND HISTORY

Justice—to others. Not to spread infection—quarantine. Justification for restraint and punishment—in home, school and city.

Thanksgiving Day—Story of First Thanksgiving Day in America. Compare that first celebration with how we celebrate.

Armistice Day.

ARITHMETIC

Begin multiplication by two and three figures checking same by reversing multiplier and multiplicand.

Teach denominate numbers in pints, quarts, gallons, pecks and bushels, and give problems in same.

Teach notation to include millions.

Roman Numerals as required for dates.

Stress rapid calculation in the four fundamental rules.

NATURE STUDY

Animal Life—Detailed study of rabbit and fox.

Bird Life—Detailed study of wild duck, wild goose, prairie chicken, Hungarian Partridge, grouse, hawk, crow.

GEOGRAPHY

Nationalities of people in Calgary district. Watch for automobile licenses from places outside Alberta.

Auto Camps. Roads leading to and from Calgary.

Industries—Exports and imports of Calgary.

Climatic Conditions.

Grain Marketing.

Studies of Countries far away—N.g., Holland, Japan, China, Italy, Spain, British Isles, Switzerland, etc.

HYGIENE

Other Foods:

Milk—(a) Value—growth, stronger bones, better teeth, bigger muscles.

(b) Drinking milk regularly at mealtime; buying milk at school to drink between meals.

(c) Ways of having milk—cocoa, porridge, puddings, soups.

Importance of a good breakfast, hot cereals.

Candies—best kinds, small quantities, after meals.

GRADE V.—**READING AND LITERATURE**

Oral Reading—Ye Mariners of England.

Memory Work—Ye Mariners of England.

Silent Reading—Up the Ottawa River.

Literature—The Charge of the Light Brigade.

Story Telling—St. George and the Dragon.

LANGUAGE

Owing to the nature of the work, there will be a great similarity each month—the paragraph—but it should increase in difficulty.

For suggested exercises see Course of Studies, Part I, page 70. Also "Learning to Speak and Write," Book II, pages 14-16, 21, 25-15, 26, 30, 34-11, 40-11, 41 to 43, 44-1, 45-4, 47-2, 47-7, 48-9, 49 to 51.

Another important division of this subject is vocabulary work. With this end in view, there should be regular and intelligent use of the dictionary and systematic sentence practice both oral and written, with words which have created their own interest for children.

SPELLING

In addition to words found in the Course of Study and in the Speller pupils should gradually become familiar with words used in Geography, Citizenship, etc., providing the spelling of them is not beyond the scope of the pupils. If it is at all possible, teach such words in the spelling lesson immediately following the Geography or other lessons, in which they were introduced. Give dictation exercises from Reader, also sentences built up by introducing words from the different subjects.

Note: Lists should be made by each teacher of ordinary

words mis-spelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling course for the class. Remaining words of First Term list. Words from Memory Selection and any new words from other subjects.

HISTORY**October and November—**

Stories of Adventure of early explorers, e.g., La Verendrye and his sons, Radisson and Groseilliers, Hearne, Alexander MacKenzie, etc.

ARITHMETIC

1. Grains and vegetables—oats, wheat, barley, flax, rye, potatoes, etc.
2. Bills and accounts.
3. Simple fractions—problems.

NATURE STUDY

Refer to Outline in Course of Study, Part II, pages 28, 29 and 30.

GEOGRAPHY**October and Half of November—**

1. The Zones and Plant and Animal Distribution in Zones with factors that make Earth a suitable home for man.

2. Flat Map—Interpretation of marks and directions: Latitude and Longitude.

Half of November and December—

1. North America—A general study—size and population, general shape, main axis; Coastal features—Islands and indentations; Rivers and lakes; National divisions.

2. Latitude of large commercial centres in the Northern Hemisphere.

PHYSIOLOGY AND HYGIENE**The Bones and Joints—**

- | | |
|---|----------------------------|
| 1. Value of exercise and sunshine. | 3. Joints—kinds of joints. |
| 2. Harmful effects of tight clothing and heavy lifting (deformities.) | 4. Structure of joints. |

GRADE VI.—**READING AND LITERATURE**

Literature—Doubting Castle. Dickens in Camp.

Memorization—Choice of: The Maple Leaf. Spires of Oxford. Rule Britannia. The Song My Paddle Sings.

Oral Reading—Oliver Cromwell.

Silent Reading—The Hall of Cedric.

Story Telling—Daniel and David.

LANGUAGE AND COMPOSITION

- (a) Business Letter—Text, page 59.
- (b) Vocabulary work.
- (c) Prefixes of course taught, (Course, page 75).
- (d) Direct and indirect narration—Text, pages 74 and 99.

GRAMMAR

(a) Name Words—Suggested Exercises:

- (1) Exercises selecting nouns.
- (2) Fill in blanks with nouns.
- (3) Nouns suggested by such words as: sober, poor, absurd, free, etc.

(b) Nouns which express one and more than one.

(c) Nouns which express male and female—Suggested Exercises:

- (1) Changing from singular to plural in sentences, and vice versa.
- (2) Changing gender of nouns in sentences.

SPELLING

65 words—

65 words supplementary "braid" to "hasn't." See also Note in Grade V outline.

HISTORY AND CIVICS

The Crusades—Show the influence of the Christian Church during these early centuries. A central unifying idea in the religious sentiments for the Holy Land. The People's Crusade—Peter the Hermit. Crusades—the earliest international enterprise organized by the princes of various European lands.

(a) The religious motive. (b) The trade motive. The Norman a dominant factor. Richard I and Saladin, romantic figures. It is the meeting of the East with the West—Travel means Education—trade results. Read "The Talisman" and "Richard the Lion Heart". Stephen Langton—The Church and the barons unite to assert their rights, goaded by the oppression of King John. Result—The Great Charter.

ARITHMETIC**November: Fractions—**

- (a) Factors, multiples, cancellation.
- (b) Tests for divisibility by 2, 3, etc.
- (c) Common divisor; G.C.M. or H.C.F.
- (d) Common multiple; L.C.M.
- (e) Reading and writing fractions.
- (f) Reduction of fractions.

GEOGRAPHY

Canadian Shield and St. Lawrence Lowlands with detailed study of Ontario and Quebec.

HYGIENE**October 1st to November 15th—**

Digestion—four lessons:

Section 1—Two lessons.

Section 2—and Care of the Mechanism—two lessons.

November 16th to December 23rd—

Excretory System—four lessons.

GRADE VII.—**LITERATURE AND READING**

Fall Term—(September, October and November.)

1. Literature:

1. A Hymn for Canada. 2. All Else in the World. 3. Alexander Selkirk. 4. Solitude of Alexander Selkirk. 5. Belshazzar's Feast.
2. During Canadian Book Week, stress Canadian Literature.

3. Selections for correlation with History:

Silent Reading—The Revenge.

Literature—Columbus Discovers Land.

Oral Reading—The Revenge, by Tennyson.

4. Memory Selections—(minimum of three):

1. A Hymn for Canada.
2. The Corn Husker.
3. If.
4. David's Lament (II Samuel 1:17-27).
5. The Vagabond Song.
6. In Apple Time (Carman.)
7. Dickens in Camp (Bret Harte).

5. Armistice Day:

1. Oral Reading—For Remembrance.
2. Silent Reading—Let Us Now Praise, etc.
3. Memorization—Recall "In Flanders Fields."

LANGUAGE AND COMPOSITION

1. Oral—See "Imagination Exercises," page 115, in text.
2. Suffixes and Prefixes. See Course of Study, page 79.
3. Direct Narration. See text, exercise 5, page 115, and exercise 16, page 99.
4. The Explanatory Paragraph. See text, page 112.
5. Review the three types of arrangements, stressing characteristics of each. Written exercises on the above.

GRAMMAR

Detailed Analysis (continued)—

- (1) Completion of Predicate by means of Object and Complement.
- (2) Enlargement of Object or Complement.
- (3) Enlargement of Subject by means of Clause.
- (4) Enlargement of Predicate by means of Clause.

SPELLING

See Grade V Outline.

(a) Complete First Term words.

(b) Words often confused—4 pairs each week.

(c) New words from other subjects.

HISTORY AND CIVICS

Stuart England—1603-1714—

- (a) The Views of James I on monarchy.
- (a) Religious Problems of James.
- (c) Charles I—his policy.
 - (1) Strafford, Laud, Hampden.
 - (2) Long Parliament.
- (d) The Great Rebellion.

ARITHMETIC

Decimals—Multiplication and division with problems.

GEOGRAPHY**October and November—**

Close study of Eurasia as outlined in Course of Study.

HYGIENE

(1) The Ear—The outer, middle and inner ear; how sound waves are collected and carried through to the auditory nerve; the importance of the sense of hearing. Cause of an ear-ache—How disease germs are carried up the Eustachian Tube to the Middle Ear. Pressure from pus forming here often breaks the drum membrane, causing a running ear. Dangers of a running ear—Cause of deafness—effect of diseased adenoids and tonsils on the ears—effect of scarlet fever, measles and diphtheria. Never put sharp objects in the ear,—how to remove a foreign body from the ear.

(2) Sense of Smell, Taste, Touch—General idea as to location and how we get these impressions. The importance of these senses,—how they may be injured.

AGRICULTURE

I. Autumn: Any three to be chosen—

1. Close study of weeds. Chap. XVIII.
2. Collections by individuals or groups of fifteen common varieties of weeds.
3. Collection and study of vegetable, flower or grain seeds.
4. Eggs and poultry. Chap. XX, pages 247-268.
5. Parts of plants and functions of each. Chap. VIII.

GRADE VIII.—

GRAMMAR

Parts of speech. Classification and inflections for—
(a) Nouns; (b) pronouns; (c) verbs.

ARITHMETIC

The circle, rectangular solids (volume and surface area.)

GEOGRAPHY

October to November 15th—

British Isles in detail.

November 15th and December—

British Empire in Asia.

HYGIENE

November and December—

Foods:

Body Builders—the protein foods; Energy givers, fats, carbohydrates; Mineral matter—its importance in the body; Body regulators—foods for vitamins, for roughage; Choosing a well balanced diet—plan menus; Care of foods; Government inspection of foods; Pure food laws; Pasteurization of milk; Government testing of cows for tuberculosis.

HISTORY

Sections 4 and 5, Course of Study.

LITERATURE

The Ancient Mariner. The Delights of Reading. Memorization: Three selections from "The Ancient Mariner."

Classroom Hints

Hygiene and Citizenship

There is, for example, much in the Hygiene and Citizenship outlines for Grades I to IV that might be made matter for the daily ten minute opening with the whole school. You have, shall we say, organized your Junior Red Cross Society, and after application, have received Health Records. One of the features of your opening period could then be the individual marking of these records.

"Have you cleaned your teeth?" says the Record.

"You should clean your teeth like this," says the teacher, demonstrating the movement. "Show me how you are going to do it, Grade I. Why shouldn't it be done that way, Grade VIII? Mark your record." (Grade I Hyg.)

"Have you drunk a pint of milk today?" says the Record.

"Milk," says the teacher, "is one of the best foods for making good sound teeth." (Grade II Hyg.)

"I don't like milk," an obvious case of malnutrition remarks.

"Do you ever have milk soup or cocoa?" asks the teacher. "Who can tell me a good kind of milk soup to make?" or "Who can find us a new kind of milk soup to make for our lunch?" (Grade IV Hyg.)

"Have you eaten two green vegetables today?" pursues the Record, with its teaching of the Hygiene Course. (Grade III Hyg.)

"Have you washed your hands before touching food?" sternly demands the Record. An increasing number of "yeas" to that question—witness the rush for the hand basin at noon. "Why should we do that?" says the teacher improving the shining moment as all good rural teachers do. (Grade II Hyg.). With an eye cocked toward your outline, two or three moments of that Health Record time judiciously used each morning will make your November Hygiene (whatever sort of thing that may be) and some of your November Citizenship for Grades I, II, III and IV melt away without ever a sign of it on the time-table and no laborious "lessons" presented and reviewed. The Health Record reviews for itself. And what is more those teeth will be cleaned, too, and the handkerchiefs brought to school and perhaps even used.

A Thanksgiving Play

Then again the rural teacher can kill a great many Grade I, II, III and IV Citizenship birds with one stone in putting on a little Thanksgiving dramatization, produced by the whole school, the Friday afternoon before Thanksgiving. There is an account in "An Experiment with a Project Curriculum," by Collings (MacMillan) of how the children of the Experimental School, Goodman, Missouri (a rural school) dramatized the story. They based their little play on a very simple outline of the incidents associated with the first Thanksgiving. Through class discussion and teacher information it developed that the Pilgrims at Plymouth had been those to hold the first Thanksgiving, that having given up their homes in England for the sake of being allowed to worship as they wished, they had entered on a life of extreme hardship in a new country, the ordinary difficulties of pioneering being aggravated by the fact of their arrival in the new world in midwinter. Trees had to be cut to make their log cabins, stumps and roots cleared away before corn and vegetables could be planted and when finally the little gardens in the clearings did yield their harvest, the Pilgrims decided to set aside a day on which to thank God. The fulfillment of this first harvest had been assisted by the friendly attitude of the Indians, and so they were included as guests at this first Thanksgiving feast. It was, of course, no such bountiful feast as the present day Thanksgiving dinner. The food had to be divided very carefully.

After the outline of the story had become familiar the children decided on the scenes required.

Scene I was to take place in the home of Madam Hopkins whose baby, Oceana, had been born on the ocean. (The children felt that as she had a little baby she might naturally be expected to be at home a good deal.)

During this scene Madam Hopkins, Mrs. Winslow, Mrs. Allerton and Priscilla talk of the announcement that has been made in church that there is to be a Thanksgiving feast, and Elder and Mrs. Brewster come in to ask their assistance in its preparation.

Scene II was to be at the camp of Massasoit, the Indian Chief (in the forest.)

During this scene, Miles Standish, Governor Bradford and Councillor Allerton attended by Pilgrim soldiers extend an invitation to the Indians to attend their Thanksgiving feast. The scene closes with the smoking of the peace pipe.

Scene III is one of preparation for the feast in the meadow before the village of Plymouth. A pot of corn is the main dish. This is divided very carefully.

Scene IV is the actual Thanksgiving feast. Governor Bradford sits at the head of the table. All join in the Lord's Prayer and the twenty-third Psalm, in which Elder Brewster leads them. The curtain goes down on Priscilla's exit for the pie and John Alden's remark, "I will help you."

Some of the speeches were composed by groups in school, each speech being written on the blackboard by a good writer while the teacher continued the discussion. Later these speeches were copied and studied. In other cases the characters themselves became responsible for their speeches, for example, Governor Bradford's invitation to the Indians.

There were three rehearsals, after, I should judge, four or five periods of discussion and composition.

Don't you think you could get your pupils to manufacture a little Thanksgiving play?

COMPOSITION: Primarily a seat exercise.

See Outline, Grade II, par. B.

Try using a picture in this way: First list the objects of the picture. Then think of one descriptive word at least that might suitably be used in connection with each object. Following that have the class make sentences out of these phrases. Here, for example, is an actual exercise that might be used with a combined II and III, and would probably be of value in IV as well, based on a picture cut from "The Good Housekeeping Magazine."

(1) This picture shows:

pirate	beach
palm	treasure
gull	chest
ship	sea

(2) Here are some that describe them:

tufted	quiet
sandy	anchored
golden	soaring
studded	stern

3. Choose the right describing word to go with each of the words of (1) for example:

The stern pirate

The ——— palm. And so on.

4. These are not sentences. Now make sentences using each of the groups of words of (3) for example:

The stern pirate sees that his fellow pirates do their work.

The **Composition objects** of this exercise are fairly clear. In the first place (1) and (2) may mean an increase in vocabulary. A few moments of talk about the picture would provide for this, or you might prefer to let the pupil work out the exercise unaided at first, and in a later teaching period clear up his difficulties. In (2) the selection of the word will be guided by its applicability to the situation in the picture, and is a beginning in the training of selecting the **suitable word**, not just any enlarging word chosen at random. (2) aims at providing sentence practice—the primary consideration for these elementary grades, and sentence practice of the type suggested by the Course of Studies, i.e., the sentence enlarged by the descriptive word. (See C. of S., Grade III, par. 2 under Aims.)

The exercise provides equally obviously, practice in silent reading and should not be explained orally to the pupil. He works independently at his seat and his finished work indicates his understanding of what he has read and his capacity to follow direction, which Gates considers to be one of the four major skills in reading.

In the third place, this exercise teaches spelling in a disguised fashion. In this case you do not have to say before your pupil begins his exercise at his seat, "Are there any words you do not know how to spell that you would like to use?" The words are there. Moreover two of the avenues of learning to spell those words are utilized—the pupil must look at the word and he must write it, several times. It is a question to me how much teaching time the rural teacher should devote to spelling "lessons." It is much wiser, I think, to acquaint children with words in some natural setting and give them plenty of opportunity for the use of those words in writing, and to try to establish in the minds of pupils responsibility for having words spelled correctly.

COMPOSITION VI.—(Vocabulary.)

Have you noticed the excellent picture "York Boat Shooting Rapids" in September 15th, 1931, of MacLean's Magazine? And have you noticed "vocabulary work" in the Grade VI composition outline? What you will not know is that in March there will be listed a selection for Silent Reading. "From Canada by Land," which, in my experience, is very much too difficult for a Grade VI pupil to read silently on account of the unfamiliarity of the scenes described and the wording used. So I am begging you to be forehanded and seize on that Your Boat picture. Through its excellent interpretation of the voyageur life you will be able to build up a background of understanding for that selection. (Keep your eyes open for other pictures like it.) Not only will appreciation of the story be heightened but you can also develop a vocabulary that will aid materially in making that difficult silent reading lesson an easy one. In this connection I think it is also important to know that investigation in the field of silent reading seem to be generally agreed that "much easy, familiar, interesting" reading material in the first four grades at least is that type most conducive to proper rhythmic eye movements and an increased span of recognition. It seems to me that in Grade VI also we could more nearly approach the Grade IV ideal and do what we can to prevent repressive eye movements and a narrowed span of recognition, as well as making it possible for the pupil to really enjoy a good though difficult bit of reading.

In your discussion of the picture you will not fail to note the strongly marked black and white of the swiftly moving wave with its curling crest. This pronounced contrast emphasizes to me the danger of the passage and the alertness and power of the steersman. It requires men of **fortitude** and **indomitable courage** to face knowingly such dangers as these rapids constitute, with their submerged, hidden rocks and boiling current. The York boat was popular with the **voyageurs** because of its **carrying capacity**. You will notice that it contains a **brigade** of men, who row in relays so that progress may be continuous without exhaustion. Just now their oars are shipped; you can see the empty oar locks. The steersman in the **stern** is the only active man and he must be very active indeed to hold the boat's course down the main channel. Note the boat's foaming wake which follows its rush through the rapids. The **shafts** of those tall spruce **silhouetted** against the sunset help to create an atmosphere of wilderness and remoteness.

Those words in heavy type are all drawn from the

vocabulary of "From Canada by Land." Impress these words as the discussion of the picture progresses. While the vocabulary list is still on the blackboard, a paragraph descriptive of Arthur Heming's picture could be written.

GEOGRAPHY—(Grade VII, Eurasia)

I want to quote from a famous student of Geography, Lord Frederick Hamilton, par. 187 of "Here, There and Everywhere":

"In the days of my childhood, some ingenious person had devised a game known as 'Educational Quartettes.' These 'quartettes' were merely another form of the game of 'Happy Families,' which seems to make so persistent an appeal to the young. Everybody must be familiar with it. The underlying principle is that any possessor of one card of any family may ask another player for any missing card of the suit; in this way the whereabouts of the cards can be gradually ascertained, and Mr. Bones, the butcher, finds himself eventually reunited, doubtless to his great joy, to his worthy, if unprepossessing spouse, Mrs. Bones, and to his curiously hideous offspring, Miss Bones and Master Bones. The same holds good with regard to the other families, those of Mr. Bun, the baker, Mr. Pots, the painter, and their friends, and we can only hope that these families, make up in moral worth for their painful lack of physical attraction. 'Educational Quartettes' were played in exactly the same way. At the age of six, I played them every night with my sisters and brother, and the set we habitually used was 'English Ecclesiastical Architecture.' In lieu of Mr. Being, the brewer, we had 'Norman Style, 1066-1145.' Mrs. Burg was replaced by 'Massive Columns,' Miss Burg by 'Round Arches,' Master Being by 'Dog-tooth Mouldings,' each one with its picture . . ." I think that Geography could easily be taught in this way; for instance: 1. France (capital Paris). 2. Lyons and Marseilles. 3. Bordeaux and Rouen. 4. Lille and Strasbourg. Colored maps or views of the various cities would be indispensable, for I still maintain that 'a child remembers through his eyes.'

I have tried this scheme with the study of Europe in Grade VII in connection with the chief products of each country. The children themselves made their "Happy Families" out of manila tag, but because each family differed in number we put on each card of the family the

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number in that family. I thought it made a rather amusing variety of review. I didn't use pictures. I wonder if they are as necessary in the case of product families: perhaps I made a mistake.

GRADE IX LITERATURE—THE GOLD BUG

Try teaching this prose selection through the medium of outlines to guide the student's study at his seat, followed by brief oral discussion periods.

I. Direction for first period of seat work:

Read the story through for the sake of the tale. Don't bother too much about unfamiliar words at present. It will take you about 50 minutes. Notice the time when you start to read and when you finish, but pay no attention to the time while you are reading.

II. Direction for second study period:

(During the following study periods consult the glossary for unfamiliar words wherever you are prevented from understanding by their unfamiliarity.)

The story falls naturally into two parts: the discovery of the treasure and Legrand's explanation of his solution of the cipher.

(a) During the first half of the story we are filled with suspense and conjecture as to the outcome.

(b) During the second half of the story the interest is surprisingly maintained throughout a long explanation.

Under (a). Note how well Poe throws out hints of the outcome of the story, thus rousing your keen interest.

1. The darkies' belief that the bug was real gold and Legrand's sympathy or interest with the darkies' idea.

2. The representation of the death's head on the parchment.

3. etc. Fill out.

Note, too, how clearly Poe puts you off the scent by rousing your suspicion of Legrand's sanity.

1. Description of Legrand's character, "infected with misanthropy and subject to perverse moods of alternate enthusiasm and melancholy."

2. His Peevishness and ill-humour with regard to the drawing.

3. etc. Fill out.

Did you expect Legrand to find gold?

Under (b). Notice how during the course of Legrand's long explanation of what led to his search for and finding of the gold he never tells you enough to enable you to see through things to the conclusion and so destroy your interest.

Find clear proof of this.

Can you follow through the chain of circumstances that led to his successful discovery of the gold? Put a little check opposite each of these in your book.

III. Direction for third study period:

Reread the description of Legrand on page 282.

(a) Prove that Legrand was just the type of man to have had this adventure.

1. He lived by himself and had plenty of time to give free play to his fancies.

2.

3. etc.

(b) Perhaps "T" is unnecessarily stupid at times. Do you agree with me? There seem to me to be two instances of this. Why did Poe introduce a stupid although friendly character in the "T" of the story?

(c) Can you see any real reason for Legrand's writing "T" to be of the search party?

(d) So many stories of this description work up a good mystery but are disappointing in the unravelling because they are not convincing. Can you find any flaw in Poe's solution of his story?

(e) There are few scenes described.

1. Can you think of any reason?

2. Prove those that are described appropriate to the story or important to the story.

(f) Make a cipher according to the code used by Captain Kidd. We shall exchange them for deciphering in class.

(g) Did you learn anything at all from the reading of this story? Did it contain for you any new bit of information?

(h) Did you meet any new and interesting words or phrases?

(i) Mark any passages which you found it difficult to understand.

GRADE IV—LANGUAGE AND COMPOSITION FORMAL LESSONS ON USE OF DICTIONARY

There are two questions for the teacher to ask here:

(1) Of what use is the dictionary?

(2) What skills and knowledge are necessary for the effective use of the dictionary?

(1) Use of dictionary:

1. Spelling. 2. Pronunciation. 3. Syllabification.

4. Meaning. 5. Derivation.

1, 2 and 4 are those which concern us most in Grade IV.

(2) Skills required and knowledge required.

Knowledge

1. Knowledge of alphabet.

2. Alphabetical arrangement.

3. Use of words at top and bottom of page. (perhaps appear left hand, lower right hand corner).

4. Meaning of diacritical markings.

Skill

1. Rapid location of a word.

What Should Come First?

I. Alphabet:

(a) Repeat beginning at a, at e, at k, etc.

(b) Divide alphabet into thirds. Arrange on B.B. In which 3rd is d; m; o; r; t?

(c) Practise opening dictionary at a given letter.

(d) Dictionary game. Give a letter—pupil gives the one before and the one after it.

II. Alphabetical Arrangement:

Arrange in the order to be found in the dictionary.

(a) rope, pony, chair, girl, table, barn, army, friend, desk, light.

(b) sweet, soar, same, such, several, since, shine, sting, smile, scrub.

(c) trip, train, truck, treat, tramp, trout, trick, trill, truce, trestle.

(d) sky, find, fairy, after, wave, want, skate, break, willow, yesterday.

(e) Arrange the surnames of your class mates in alphabetical order.

III. Now comes the direction—find these words:

(in which 3rd of the dictionary?)

(look upper left—should you go backward?)

(look lower right—should you go forward?)

IV. Turn to page 45. Will such and such a word be on this page? Will you go forward or backward?

V. Now teach what you may learn about these words:

(a) Pronunciation.

(b) Spelling.

(c) Meaning: Work with the class at first to give direction to selecting the meaning proper to the context.

(N.B. cultivate the idea of trying to gather the meaning of a word from its context.)

TEACHERS OF GEOGRAPHY, ATTENTION!

The National Geographic Society's weekly Bulletins for teachers—the Geographic News Bulletins—will be issued again this year, beginning in early October.

Teachers who wish this Bulletin service should send their application to The National Geographic Society, Washington, D. C., U. S. A., as early as possible.

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WHO'S WHO

From time to time short notes on members of the Executive will appear in the Magazine.—Editor.



DR. J. E. LOVERING
Lethbridge, Alberta.

First Vice-President, Alberta School Trustees' Association.

DR. J. E. Lovering was born at Coldwater, Ontario, and as a farm boy attended a rural school and the Orillia High School. After teaching for three years in Ontario he went to Calgary in 1891 and worked on a ranch for six months. He says the horses were hard to ride so he went back to Ontario where he worked on a farm till 1898 when he went to British Columbia

and taught school for six years. He entered McGill University in 1904 and graduated in medicine in 1908. After practicing in Magrath and Cardston till the fall of 1908 he settled in Lethbridge where he still remains.

Dr. Lovering has always taken a keen interest in public affairs. He served on the city council for two terms, was the unsuccessful Liberal candidate for the Federal House in 1921 and has been a school trustee for ten years. He was chairman of the school board in 1928 when the new Collegiate was built in Lethbridge. With the exception of one year he has been a member of the Executive of the Alberta School Trustees' Association since 1922 where he has always been dauntless in defending what he deems is the right. He is a member of the United Church and was formerly a member of the Methodist Church.

Mr. P. V. Burgard of Calgary, is attending the British Columbia School Trustees' Convention at Chilliwack. A brief report of the Convention will appear in the next issue of the Magazine.

SUCCESS

He has achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty, or failed to express it; who has looked for the best in others, and has given the best he had; whose life was an inspiration, his memory a benediction.

Canada has 120 Universities and Colleges which have a net enrolment of 68,043 students.

IS WEST TO BE A DESERT?

(T. C. Main, for the past 20 years divisional engineer of water supply between Fort William and Calgary for the Canadian National Railways, was a recent luncheon speaker in Winnipeg. The following extracts from his address are reproduced from *The Winnipeg Tribune*, and *The Edmonton Journal*)

DURING the past 11 years my work has been to find large quantities of good water for boiler purposes and domestic consumption. As the ground water in most districts is scarce and of very poor quality, we have been forced to impound the run off from melting snow. This has been accomplished by building earth and concrete dams in the normally dry water courses or coulees and trapping the run-off water in the spring. In 11 years 45 of these dams have been built, holding 2½ billion gallons of water, and exposing 1,500 acres of water surface for evaporation. So effective have these reservoirs been that all but three are functioning after three years of severe drouth, and two of these were built during the dry period.

During the years spent on the above work, I have given much thought to the cause and prevention of drouth, and I have come to the conclusion that we are largely responsible for the evil conditions that now exist; that the methods we are using at the present time will make conditions very much worse; but if we handle the situation intelligently, in the near future, we can induce a normal rainfall, practically prevent soil drifting and make the area under discussion a pleasant country to live in.

Curiously enough, remedies put forward to cure the drouth condition and its attendant evils will, also, tend to prevent floods. After all, drouth and floods belong to the same family, and work side by side, and they can be killed by the same weapons.

For 40 years we have been cutting down our forests without any adequate reforestation, allowing our forests to be destroyed by fire without any adequate scheme of fire protection; draining our lakes and sloughs instead of creating additional water areas; leaving large areas of land in summerfallow instead of using crop rotation; and pasturing or cutting the prairie grass so short that little or no moisture for the air is available from this source. All of these factors are directly or indirectly causes of drouth, soil drifting and floods.

We are not the first people to despoil their native land. To a considerable extent it is happening in the United States at the present time. By fire, plow, and axe, large areas in Spain, Dalmatia, China, Arabia have been turned into deserts.

In our own country, the drainage of lakes has been absolutely inexcusable.

After studying the causes of our drouth, the cure is fairly obvious. Perhaps the most important is the planting of trees. Advice on this matter, of course, should be obtained from our specialists at the various experimental farms.

My own idea is that either the provincial government or the municipality should plant the

appropriate type of trees on each side of all road allowances.

Then the land owners should be advised to divide their land into say 80-acre plots, or smaller, by building hedges; these hedges lying north and south to catch the drifting snow. It might be necessary to provide a bonus of so much per mile for first, second or third class hedges, and as the general prosperity of the country is at stake, this could be entirely justified.

As the drouth area includes about 80,000 square miles, the completion of the above schemes would add approximately 1,000 square miles to our forest area. The average transpiration from such a forest area for six months in the year should be approximately 30 billion gallons or 150 million tons of water per month; thus a total of 900 million tons of water from April to September, inclusive, would be transferred to the air to furnish additional precipitation.

In the winter, the hedges around each 80-acre parcel would trap most of the snow falling on that area. When spring comes, the snow will melt and run into the ground instead of into the coulees as it does at present.

Next in importance is the conservation of as much of our now useless run-off water as is economically possible, by impounding in natural or artificial lakes. This is a matter to which I have given a great deal of study, and I can assure you the possibilities of such conservation are exceedingly interesting.

As a by-product of tree planting and the storage of run-off water, there would be a tendency to prevent floods, so much of the money spent could legitimately be charged to flood prevention.

* * *

An additional source of danger exists at the present time. Many people are moving from dry areas of Alberta and Saskatchewan to the park areas in the northerly parts of these two provinces. North of the North Saskatchewan river, much of the land is exceedingly light. If these people go in for mixed farming, everything will be all right, but if they clear and plow this land, after a few years the fibre will be gone, and the top soil will be blown away. Thus the desert area will be extended.

There are large areas in the three provinces that should only be leased to settlers, and a provision of the lease should be that only one-tenth of each parcel would be cultivated for any other crop than hay; also the area to be cleared should be limited.

A few miles south of Moose Jaw there is an area of light sandy soil. It is now a veritable desert, but the quality and quantity of the deserted buildings testify to the fact that it was once a prosperous farming district. This area should never have been settled, except by ranchers.

* * *

My suggestions may be summarized as follows:

1. Plant trees on each side of all road allowances.
2. Make it worthwhile for the settlers to plant hedges.
3. Encourage tree-planting of all kinds.
4. Stop draining lakes and sloughs.
5. Store as much of the run-off water as is economically possible.

6. Set aside all light land as forest reserves, and plant these areas with suitable trees.
7. Attack the forest fire menace with the energy and cunning that should be used in fighting an enemy army that is invading our country.
8. Arrange comprehensive programs of reforestation and afforestation.
9. Encourage crop rotation for killing weeds and conditioning the land, rather than summerfallowing.

* * *

In closing, I would like to warn the citizens of this country that the situation is serious, that it is not temporary, and that it will get much worse if remedial action is not taken, and taken shortly.

OUR SCHOOL HOUSE

By INSPECTOR BRADY, Quebec
in Home and Country

Now that the schools are opening for another year our attention is drawn to the building in which our children must pass five or six hours of their day five days a week for from eight to ten months or more a year.

Mothers of the rural districts have you been inside your local school house lately to size up its appearance, beauty or lack of it, comfort and sanitation?

If not, let me suggest that you pay it a visit without delay, bearing in mind the following questions as you go.

Where does the drinking water come from? Are you sure it is pure? Is it kept in a modern covered water container or in the old fashioned pail where it can collect dust and germs before it is drunk by your child and your neighbor's child?

Are the pupils supplied with a hand basin and individual towels, or are they using the common germ-swapping towels? Paper towels are the best, because the most sanitary.

What about the drinking cups? Does each child have his own? He should, by all means, if your school has not a sanitary drinking fountain.

What kinds of desks do the boys and girls have to sit at? Are they of the adjustable type and, if so, are they kept adjusted to the size of their occupant? If not adjustable, there should be at least three different sizes so that there will be desks to fit the pupils of different heights. Many small schools still have the first type of patent desks that came on the market with one straight board for a seat and another straight board for the back. No child can sit comfortably in them. Not only are the old style desks uncomfortable but they lead to wrong sitting postures, and we have the testimony of doctors that cases of curvature of the spine can be traced to the wrong kind of desk. Even modern types of desks are sometimes placed too far apart, causing the pupil to sit in a bent position. The edge of the desk should lap over part of the seat by about two inches.

Are the floors of hard wood and kept oiled? Or are they old rough, unpainted soft wood dust-catchers? If not oiled, are they scrubbed at least once a month, and swept with an anti-dust compound every night?

Are walls and ceilings as fresh and beautiful as paint or alabastine can make them? Are they of a color that is easy on the eyes; such as a light buff or pale green? Are the walls adorned with a few

worth-while pictures, especially colored reproductions of masterpieces? They can be obtained reasonably from the picture houses.

Is the lighting adequate and does it come from the left only? I fear not all rural schools are satisfactory in this respect. Most still have the windows on both sides with the evils of cross lighting. Worse still, now and then an old school-house is to be found in which the pupils have to face a window or two. This is bad for the sight and should not be tolerated for an instant.

How is the building heated? If by a stove, as in most rural schools, is the stove "jacketed" so that the heat may circulate evenly over the room, or do the pupils next the stove roast while those near the walls freeze? Is there a good system of ventilation? At least the windows should open at both top and bottom. The storm-windows should have good-sized ventilators or sliding panels in them. Is there a thermometer for controlling the temperature?

Is the school well stocked with the apparatus and equipment necessary to properly teach all the subjects of the course of study? Is there plenty of blackboard, and is it of good quality? Are the toilets kept in a perfectly sanitary condition at all times? If possible they should be situated off the shed placed at the rear of the school, so that a covered passage can lead to each directly from the school-room.

Finally, is the exterior of the building attractive? A little paint works wonders sometimes. Are the grounds level, well-drained and large enough? Do they contain some play-ground equipment? Are there some flowers and shrubs?

Now, gentle reader, if you cannot give yourself satisfactory answers to these questions, it is time to GET BUSY! Surely the children of your countryside deserve the best we can give them. Environment is worth more than most of us realize. Let the people of the community unite and leave no stone unturned until your local school is everything that can be desired.

SEES CHANGES IN SCHOOL METHODS

Dr. R. C. Wallace Addresses Knights of Round Table

Predicting that there will be several constructive changes in curricula, methods of instruction, and grouping of high school students, within the next few years, Dr. R. C. Wallace, President of the University of Alberta, dealt with "Some Ideals in Education" at the regular weekly luncheon of the Knights of the Round Table, held in Calgary recently.

More attention is being directed, thought centred on, and criticism leveled at the high school than any other part of the modern education system, he declared. That the system is costly, is not new, he stated, but he believed that even the severest critic would agree that, first of all, the school education should be of utilitarian value to the student.

"Public schools are doing their part in teaching students the essentials of Education, Reading, Writing and Arithmetic, but when we come to consider high schools, we have an entirely different problem. We have to consider what is going to be and what is not going to be valuable to the student."

The speaker then stated that education in the

school was by no means a complete thing, and it was never intended to be such. All that could be hoped for was that, once the pupil had mastered the fundamentals, he would wish to continue and eventually get a real education.

In conclusion, the speaker stated that the day would eventually come when the high school entrant would be able to go into high school and follow one of three more or less well defined channels.

PARENTS ARE TEACHERS

By Wilfred Wees, Camrose (Alberta)
Normal School, in *Mental Health*

Parents are teachers whether they will or no. Whether they know anything about teaching or not, parents are teachers.

Mary was a fourteen-year-old girl. Sometimes she wanted to do things that her parents thought inadvisable; and she had a way of getting what she wanted. She pouted. If she wanted to go to the picture show, and her mother said no, she began to pout. A half hour of pouting and Mary went to the picture show. If she wanted to go to a party, some of the guests of which were not desirable companions, and she were denied, Mary began to pout. An hour or two of pouting, and Mary went to the party. Mary's mother was teaching her to pout.

Taught to be a Weakling

Robert was a young lad whom his father loved. His father decided that Robert should not have to go through the difficulties in life that he had gone through. So he shielded Robert as if the boy were a tender plant. He did Robert's homework for him. He fought his battles for him with the other boys. He settled Robert's disagreements with the teachers. He outlined his school career. He chose for Robert his life career. Robert did not earn a cent of money until he set up his law office. He has not earned much since. It isn't Robert's fault. His father did not teach him to be a man of poise and decision. His father taught him to be a weakling.

If a mother picks up the baby every time it cries, she is teaching the babe to cry for what it wants. If she pets the boy and babies him and allows him to stay out of school every time he has a stomach ache, she is teaching him to whine about his aches and pains. If the mother gives the little girl her best doll or a new set of dishes because the youngster throws a tantrum, she is teaching her girl the value of tantrums. If Junior's every movement is applauded he is being taught to be a "smart-alec." If his every movement is derided or chided he is being taught to be a failure.

For Better or For Ill

Parents are teachers. Consciously or unconsciously they are forming in their children habits of conduct; habits of truthfulness or deceit, habits of loyalty or infidelity, boastfulness or modesty, cowardliness or courage, cruelty or kindness, egoism or unselfishness, extravagance or thrift, impudence or courtesy, disobedience or obedience, self-consciousness or self-confidence, slovenliness or cleanliness, sportsmanship or quarrelsomeness, procrastination or dependability, discontent or happiness. These, and a hundred and one quali-

ties that might be listed, make character. They are the habits that have been formed in the home with the parents as teachers.

PRESENT SYSTEM IGNORES SPELLING

The chief inspector of the Toronto schools has just made an investigation into complaints of bad Spelling and Writing in the secondary schools of that city. His report was just what might be expected not only there but in other Canadian cities. The present system of education in this country aims to instruct the pupil in everything but the leading essentials. There are so many frills in educational methods today that such elementary things as a thorough knowledge of spelling are overlooked.

The Toronto investigation revealed a depressing state of affairs at the three leading collegiates or high schools. At Humber College, out of 159 pupils examined for spelling, only 13 were classed as good; at Jarvis Collegiate, 22 were classed as good out of 105 examined; and at Riverdale Collegiate, 26 among 184. The writing was a little better, but not much.

This bears out the oft-heard complaints of business men in Calgary and other cities. Not only many high school graduates but holders of University degrees, who are given positions, are found to be deficient in Spelling and Writing. Writing is not so important in these days of the typewriter but correct spelling will always be a sign of the educated. The education system costs a great deal of money and one of the least returns it can make for the expenditure is to teach pupils the old unchangeable rudiments of any schooling worthy of the name.

—Calgary Herald.

THANKSGIVING

Little Honora Mullaley,
At the close of one Thanksgiving Day
Was sitting in front of her alley
A-watching some children at play.

Her gown was a wonderful garment
All patches from shoulder to hem
And her hat and her shoes—
Well, I beg you'll excuse
Any further remarks about them.

But little Honora Mullaley
Had a face just as sweet as could be
And no flower in woodland or meadow
Was ever so pretty as she.

And so thought an old man, who passing
Stopped a moment to smilingly say,
"Why, bless your dear heart, I am sure
You have had a very good dinner today."

"Yis indade," said Honora Mullaley,
"Oi did fer me frind Mrs. Brown
Had a hape o' swate taters, that Sally,
Her sister, baked lovely and brown.

"Wid, oh my! if you just could have seen it,
The fattest and foinest of hins,
And they gave me the gizzard and neck of
that hin

And all uv thim swate tater skins."

—Author Unknown.

PURPOSE AND OBJECT OF EDUCATION

Of definitions of "Education" there is no end. Below are given the practical ideas of *The Calgary Albertan* and the more aesthetic but equally practical ideas of Sir Arthur Currie.

Primary Purposes of Education

"The different opinions on the curriculum expressed by the leaders of education in this city in the columns of *The Albertan*, show that a variety of opinions exist on the subject among those who are responsible for education and are adhering to the same curriculum. The same diversity of opinion obtains also in the mind of the public. Education has always been an inconclusive subject of debate—always incompressible within the limits of a definition. Because every form of knowledge is education, including the most random and casual impressions, every system and principle can be supported by plausible arguments and successful exemplars. Whatever informs, develops or disciplines the mind is education. But when so wide a latitude is possible to the word confusion is inevitable. The latitude must be curtailed, a strict and limited definition substituted and the informative and disciplinary principle applied to whatever uses of society and state are urgent and paramount in the day and generation of the scholar. Nor need this be absolutely utilitarian. The uses of society and state are not exclusively practical and mercenary. Love of beauty and truth are consistent with every form of civilization.

The Albertan thinks that the first purpose of education is to teach the pupil to conduct himself in a proper manner to his fellowmen and to the state, and to earn a decent living. After that the ornamental features of education may be applied. If this principle is realized in the drawing up of the curricula for public schools and high schools, no doubt much that is at present deemed essential might be cast aside as superfluous. Much of what is deemed the prescriptive studies of a school is learned by instinct, by daily experience or in the home. An Ottawa school inspector gives the following list of things that an educated boy of 16 should know:

'How to write a fair business letter; how to write a social letter; how to spell the words he knows how to use; how to add up a column of figures rapidly and accurately; how to make out an ordinary account; how to deduct five per cent or ten per cent from the face of it; how to reckon the interest or discount on it; how to make neat and correct entries in a day book; the chief cities and products of the main countries of the world; chief rail and water routes of Canada; duties and powers of public officials and manner of choosing them; properties of common plants, woods, minerals, etc.; daily application of the laws of physics, mechanics and chemistry; reading good books, meeting people with courtesy, caring for the body, acquaintance with current events, and so on.'

Not all of this need be taught in schools. Nearly all of it is commonplace and practical. As for the aesthetic side of education, children under 16

have little or no capacity for the aesthetic. What capacity they have will be best nourished by hero worship and nature worship."

—*The Calgary Albertan*.

* * *

Sir Arthur Currie Receives Degree of D.C.L. and Describes Purpose of Education

Sir Arthur Currie, on the occasion of his visit to the University of Bishop's College at Lennoxville where he received the degree of D.C.L. outlined in his address the real purpose of education. Sir Arthur said in part:

"Those of us who have to do with education are always concerned lest in this modern world, with its fever and its fret, its fruitless chasing after shadows, the real aims and purposes of education are lost sight of. We feel that the ideals of our ancestors may become clouded or obscure in the mists of the prevailing fads or theories. We believe that education should be valued for its own sake, just as one values a lovely painting for the beauty that is in it. We know that there are many who look upon education solely as a means for helping them to get on more easily in the world, and I do not altogether blame them for that, because it is the duty of every man to make the most of himself and of the talents God has given him.

"The object of education is to help us to understand and interpret and appreciate our fellowmen, to enlarge, not to limit, the golden areas of comradeship. Every man must sooner or later know something of the sorrow and loneliness and defeat and inescapable injustice of the world. The road is often hard and wearisome. If into such lives education helps to bring sympathy and justice, then, I say that this is education in the real sense. If we remain true to those ideals of education which are the ideals of all great spirits, our Universities will become more luminous with the passing years. They will be the greatest force in Canada for the abolition of sectionalism, the death of prejudice, the strengthening of that vision and judgment which will make Canada a united and happy land."

—From "*Home and Country*," Quebec.

SHAKESPEAREAN PHRASES USED ON RADIO TODAY

Though the Bard of Avon never did any broadcasting, nor even heard of a microphone or loudspeaker in his day, his written works are replete with phrases used in the language and jargon of the radio studios of today. One wag, with a penchant for research in such matters has culled the following phrases from Shakespeare's works, each of which has a meaning all its own for those familiar with broadcast chatter:

"Ah, stand by."—Anthony and Cleopatra.

"Take up some other station."—Coriolanus.

"His lecture will be done ere you have tuned."

—Taming of the Shrew.

"And my dial goes not true."—All's Well That Ends Well.

"'Tis no matter how it be in tune, so it makes noise enough."—As You Like It.

"And those musicians that shall play to you hang in the air a thousand leagues from hence."

—Henry IV.

BOOKS AS FRIENDS

The following clipping from the *New Outlook*, is based on the quotation from Cowley:

Come, my best friends, my books, and lead me on.

"The man who has not come to look upon his books as friends, very dear friends, to whom he can turn at all times of need for companionship and intimacy and real fellowship, has never come to know all that a book may be to a man. The idea that a book is an inanimate thing is quite wrong. Any book that has value at all has a soul; into it a man has poured living, breathing thoughts, throbbing ideals and ambitions, that you can no more kill than you can blot out the sun. It takes a living, breathing soul on the outside to arouse that life within, but there is no doubt about it being there and ready to respond to any touch of intimacy and understanding.

"And the best of it is that books may be such understanding friends. Sometimes you have gone to real flesh-and-blood friends and have been disappointed in them. They didn't understand your need at the time and they had no word or thought or attitude to match your mood. But you never went in all your life to a little row of good books and went in vain. If you were sluggish, they quickened you; if you were lonesome, they took you by the hand and led you along a lovely friendly road; they gave you comedy, or tragedy, or tenderness, or romance, or poetry, or beauty, or stern righteousness, just as your need was. And they asked nothing in return, only that they might help you and come into your day with strength and courage and comfort and enlightenment."

EFFORT TO MAKE EDUCATION FEDERAL MATTER

The United States is in the midst of a campaign in favor of a Federal Department of Education, with a member of the cabinet in charge. At present the office of education is in the Department of the Interior and is a research organization rather than an administrative agency. It was previously known as the Bureau of Education, and had administrative functions. The proponents of the establishment of a new department claim that the reorganization of the Bureau of Education was effected while the national advisory committee on education, whose purpose was defined "to give us the proper chart by which to steer our educational course," still had the matter entrusted to it under advisement. This committee consists of fifty-two members, representative of important educational and other associations.

The opponents of a Federal department prefer a decentralized system of school management and control, with the various states and local school communities really determining American educational policy and procedure. In fact they favor little, if any, change in existing conditions. To test public opinion, as represented by heads of educational institutions, questionnaires were sent out by those in favor of reform, but the number of replies and their quality proved most unsatisfactory. One point upon which attack is centred by the reform group is the aid received by schools and colleges from foundations and trusts.

The people of Canada will follow with interest the progress of this campaign, knowing that our system of provincial administration of education has been eminently satisfactory. Other provinces of the Dominion have also well developed their own educational policy along lines best adapted to their needs, and with satisfaction to all concerned.

—*The Mail and Empire, Toronto.*

DR. WILLIAM BOYD, GLASGOW, ADDRESSES GATHERING AT NORMAL SCHOOL

That the new idea of education, bringing about a greater freedom for both pupil and teacher, the establishing of an "attitude to life" rather than the straight absorbing of practical knowledge, and individual awakening of potential power in the child through freedom, is a sound idea, was the opinion expressed by Dr. William Boyd of Glasgow University in an address at the Edmonton Normal School.

Dr. Boyd declared that more had been accomplished in the matter of education since the year 1900 than has been done in the thousand years previous to that time.

Outstanding in the "new education" is the absence of interference on the part of the teacher, who acts as advisor rather than policeman, and the children are left to their own inspiration and thought.

One of the objections aired against this system is that it is applicable only by experts and outstanding educational theorists, but after these experts have once successfully experimented with some new phase of the work, other teachers can benefit by their experience.

The important matter of discipline is present in any system of education, and with this new method, pupil government has been found adequate to cope with any situations that arise, and the fact that the teacher keeps "on the sidelines" does not create resentment on the part of the student.

Complete interest in learning on the part of the pupil is of first importance and then more important than the method of learning employed, is the spirit behind the method that is displayed by the teacher.

"This spirit should be one of kindness and understanding of personal relations between human beings, and with this discovery of the deeper things in the lives of children. I believe we are witnessing the dawn of a new era in education," concluded Dr. Boyd.

—*The Edmonton Journal.*

"I have closed the door on Fear.
He has lived with me far too long.

If he were to break forth and reappear
I should lift my eyes and look at the sky,
And sing aloud, and run lightly by;
He will never follow a song."

—Irene P. McKeehan.

For every four pupils in the high schools of the Dominion of Canada there is one enrolled in the technical schools. Evening classes in the technical schools enrol fifty per cent. more than the day classes.

SECRETS OF THE GOOD TEACHER

By a Correspondent in
The Times Educational Supplement

This article constitutes a challenge, whether they have been in the profession a long time or are merely beginners.

The controversy about the indispensability of the good teacher seems likely to become recurrent in an age in which mechanical aids to instruction—the gramophone, broadcasting, the cinema, are coming more and more to the fore. The controversy is modern; the problem it touches is ancient and eternal. What is the good teacher? What special virtues must he aspire to who would be known by that title?

Of Vittorino da Feltre, the fifteenth-century schoolmaster who, in an age when "school life was child torture," made education a delight, it has been said that—

"The secret of this great schoolmaster's success is to be found principally in his religious and moral qualities, his disinterestedness, his humility and simplicity."

If we should feel, as many of us do towards the end of a school year, that our work, in spite of effort and striving, has been of little avail, that the influence we have endeavored to spread has failed and passed into oblivion, we may recall that

BOBBY

(The Braw Wee Lad)

From braeside and burnside and through the
purple heather,
The little Fairy Clansmen are marching in together,
With swords plucked from thorn-trees, in scarlet
kilties clad,
To gather round the cradle of the Braw Wee
Lad.

One has a silken cord to bind about his hair.
(Give him tender things to dream and splendid
things to dare!)

One has a pebble-gorm to fasten on his plaid,
(Give him truth and courage then, the Braw Wee
Lad!)

Here's rowan-berries for his long good health,
Here's dust of granite for his comfortable wealth,
And here, in an acorn, is a pearl the Fairies had
Been hoarding to the honor of the Braw Wee Lad!

Done! His bonnie fist comes out, he chuckles in
his sleep,
The little Fairy Clansmen have taken him to keep,
And whatever be his fortunes, be they good or be
they bad,
There'll be luck around the corner for the Braw
Wee Lad!

—Anne Sutherland in the *Toronto Globe*.

"I believe in working, not weeping; in boosting, not knocking, and in the pleasure of my job. I believe that a man gets what he goes after; that one deed done today is worth two deeds tomorrow, and that no man is down and out until he has lost faith in himself."

it was also said of Vittorino that "he was willing to be forgotten, and he was forgotten." And yet—

"Probably the world has never before seen such a schoolmaster, who was content to be a schoolmaster, and nothing else, because in this calling he recognized a lofty mission; one who, just because he sought nothing great for himself, found all the richer reward in the results of his labor."

It is a hard lesson to learn, and few of us learn it really well; most of us desire some other distinction, or some distinction arising from the fact that we are teachers; too rarely does the work itself dominate and subdue every other interest. We have, indeed, quite rightly progressed beyond the sixteenth-century ideal of a teacher as formulated by the Society of Jesus, according to which—

"During the time the Jesuit held his post as teacher he was to give himself up entirely to the work. His private studies were abandoned; his religious exercises shortened . . . (he) was bound to carry on the established instruction by the established methods. All his personal peculiarities were to be as much as possible suppressed."

We believe in teachers cultivating outside interests, because we realize that these can make them better teachers. But there is something noble in the Jesuit ideal, especially when we know with what scrupulous care the implications of teaching were studied. A Jesuit Father wrote many years ago:

"You have everything to observe: the individual character of each boy and the general tendencies and feelings of the whole body. But be sure of one thing, that you are observed also, and a careful study is made of your strong points and your weak. Your way of speaking and of giving orders, the tone of your voice, your gestures, disclose your character, your tastes, your failings, to a hundred boys on the alert to pounce upon them."

The good teacher must first study himself, in all humility, and in so far as he can through his pupils' eyes. The worst result of ignorance was brutally exposed by Norman Macmunn in a characteristically vigorous passage in *The Child's Path to Freedom*:

"It is an accidental but lamentable misfortune of education that the schoolroom is with terrible frequency presided over by a bore."

The good teacher knows always that what he is, not what he does, is what matters. When action is demanded he takes it, and swiftly, but he is aware that the vital processes of education are slow and silent, and not to be measured by superficial displays of pyrotechnics; he knows, too, that ultimately education must come from within, that each child must work out his own salvation. "There is a great tendency in the scholastic world," wrote Montaigne, "to underrate the value and potency of self-education, which commences on leaving school and endures all through life." That is true still today, and unfortunately the lesson learned all too well in school—to depend upon others rather than upon oneself—is reinforced by the growing tendency of our social structure to inculcate the idea of dependence. As society grows

more complex, individuals naturally grow more interdependent, but that is a very different matter from parasitism, with which it is nowadays too often confused. The good teacher is he who can, by holding himself in reserve until he is needed, encourage in his pupils a sturdy independence and self-reliance which will call out of them every ounce of their natural powers and abilities. Having evoked these, he will strive to the uttermost to nurture them and to direct them into right channels. Mulcaster has said:

"The end of education and training is to help Nature to her perfection, which is, when all her abilities be perfected in their habit, whereunto right elements be right great helps."

It is the teacher's business to be a "right element." And so, since the process of education is largely one of imitation, his first care is to find and demonstrate those qualities which he could desire his pupils to demonstrate. And these are unchanging: beauty, truth, and goodness. We have to instruct our pupils in knowledge; we have to ensure that they reach a sufficiently high standard in the matters in which we instruct them, but our watchword must always be *non l'objet, le savoir, mais le sujet, c'est l'homme*. True teaching is causing to learn, but we must first discover what are the essentials which we should cause our pupils to learn.

It is impossible to ponder on the question—never to be entirely answered—of the good teacher, without casting back to Pestalozzi, that queer contradiction whose life as a schoolmaster seems at one moment so absurd, at another so sublime, but whose enduring work is the finest indication of the value of example and the power of evocation of qualities. He knew himself, as one of the few things he knew with piercing clarity in a multitude on which his ideas were confused, how greatly example counted. "The best way for a child to acquire the fear of God," he wrote, "is for him to see and hear a good Christian." He knew, too, the joy of abandonment to a task in which he recognized a lofty mission; for it he endured suffering and contempt and failure, sustained by love.

"I desired nothing then (he wrote), and I desire nothing else now, as the object of my life, but the welfare of the people, whom I love, and whom I feel to be miserable as few feel them to be miserable, because I have with them borne their sufferings as few have borne them."

How strangely these words sound now, when discussions of salaries and status and pensions fill the pages of our educational journals, when teaching is one of the "sheltered" professions, protected by a vast bureaucracy and directed along rigid lines of standardization. If the good teachers of the past could come back they might almost think that the good teacher of today had no opportunity to demonstrate his qualities, so hedged in he by regulations and restrictions. Happily education cannot entirely be choked by red tape and administrative laws. No control, however strict—no supervision, however rigid—can obliterate the silent influence of a good life honorably lived. If we had no other reason to believe in the necessity and permanence of the teacher than this it would be sufficient. Children are by no means

so acute in their perception of moral worth or weakness as they are popularly supposed to be, but they are intensely susceptible to atmosphere. Were teachers to do no more in their classes than turn on the gramophone or the wireless or operate a cinematograph, their pupils would learn from them something good or evil. But the good teacher will never be limited to that degree. As it was said of Arnold of Rugby, the dominant force in all education is "the man himself. . . . concentrating all his various faculties and feelings on one sole object . . . laboring to win others to share in his own personal feelings of disgust at sin and love of goodness, and to trust to the same faith in which he hopes to live and die himself."

So it follows that the good teacher must be a man or woman inspired and sustained by a great purpose. It is often said, and sometimes in sneering tone, that the teacher is a man apart, unlike other mortals. It is quite true; the life lived as a "right element" before children cannot allow itself to be marred by even those venal sins and laxities which are so often considered no more than the privileges of adulthood, and such restraint cannot be maintained unless it is the result of a conscious and single-hearted striving after—

"Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report."

We are often told that the teacher's life is one of self-sacrifice; but there is no sacrifice in the realization of a high ideal, there is only giving out of an abundance of love and a wealth of sympathy. That love and that sympathy were never more needed than today, when a liberal education is within the reach of all, when buildings and equipment are better than ever before, when the standard of instruction is high and the amenities of school life and the care taken of the school child have reached an excellence undreamed of by our fathers. The crowning of this edifice lies in the hands of the teacher, who can supply that without which all the rest is but a mechanical perfection, a miracle of efficient standardization. If the school lacks a soul, how shall the child learn the true meaning of life?

Many young teachers will shortly be embarking upon their careers. They have been carefully trained in method and organization; they have been instructed in the principles of psychology; they have taken lessons under the guidance and criticism of experienced practitioners, and they have seen and observed lessons taken by skilled and competent teachers. But have they had sufficiently impressed upon them that behind all the machinery of education there is something greater and higher, that teaching is more than a profession, that it must be a religion if it is to realize its highest possibilities? Love of children is a desirable and beautiful characteristic, but alone it is insufficient; the desire to help children will add to but not complete the purpose; there must be also a deep-seated urge to realize all that is best in oneself, not for vainglorious ends, but because of the belief that only through the strenuous efforts of individuals towards self-realization can humanity prosper and progress.

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